



Teacher's Guide

# THE FINAL CHAPTER

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PAUL SCHNELLER



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Macmillan/McGraw-Hill



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## **Author's Note**

Our students live in an impatient world of sudden heroes and instant success. The frantic pace and tempo of the real world calls them from beyond the walls of the classroom. It calls them to action with the lure of discovery and the fantasy of illusion.

Apathy, boredom and truancy are challenging problems to the modern educator. The Huckleberry Finns of today still look for adventure and daring outside the school room. In such a world of contrasts it's easy to understand the "tune-out," the "dropout," or the just plain bored student.

As educators we want to capitalize on every natural curiosity and creative instinct within young people in order to attract them to school. We must use this knowledge to motivate them and sustain their interest through the many hours of study and practice required to master any skill or concept.

Education must achieve an environment for learning that matches the challenge of the real world. We must create conditions that awaken the mind, command attention, and stimulate thought. We must create a dynamic moral climate that encourages students to engage in free and open discourse that leads to personal growth and academic success.

In this sense, The Final Chapter is really . . . the beginning.

PAUL J. SCHNELLER  
January 1989

## **Acknowledgements**

The author would like to thank Steve Osborn and SRA editor Sarah Forster for their creative contributions to this series.

# Introduction

*The Final Chapter* is a reading program for the real world. It motivates and inspires reluctant readers through a combination of true stories, thought-provoking activities, and effective instruction.

The stories in the program are about real people—some famous, some not—who were able to triumph in the face of adversity and leave their mark on our diverse cultural heritage. The primary focus of the stories is on the values and beliefs that enabled these people to succeed. Each story concludes with a surprise ending—the Final Chapter—that makes the stories memorable and uplifting. The high interest level of the stories is complemented by a brisk and easy-to-read style.

The activities and the instruction in the program incorporate the most recent advances in reading research. The emphasis is on group instruction and discussion, with many opportunities for cooperative learning. Students learn how to set a purpose for reading, how to make use of background knowledge, and how to apply specific comprehension strategies. They read, speak, listen, and write in a variety of contexts, using a variety of media. Each lesson includes an extended writing activity with detailed suggestions for teaching the writing process.

## Components

The complete program consists of three separate boxes (Levels X, Y, and Z), each of which contains Story Cards, audio cassettes, a Teacher's Guide, and an Answer Sheet. Level X is intended for students who read at a third or fourth grade level; Level Y for those at a fourth or fifth grade level; and Level Z for those at a fifth or sixth grade level. Students who complete Levels X or Y can go on to the next level of the program.

The features of each component are as follows:

- Each four-page **Story Card** contains a complete story, along with vocabulary, comprehension, and writing activities. There are ten different Story Cards per box, and ten copies of each card.
- The **Teacher's Guide** provides complete and detailed lesson plans for each Story Card. There are pre-reading activities that build students' background knowledge and help them establish a purpose for reading; during-reading activities that improve students' decoding and comprehension skills; and post-reading activities that focus on writing and discussion.
- The **audio cassettes** contain dramatic readings of all the stories by a professional narrator. The cassettes provide students with a powerful model of good oral reading and play an important role in every lesson.
- The **Answer Sheet** is a black-line master that can be used for students' written responses to the Story Card activities.

## Contents of Level Z

Level Z is the third and final level in the Final Chapter program. The stories are written at fifth and sixth grade readability levels, but with an interest level that extends to high school and beyond. Brief summaries of the stories appear below.

### 21: *Showdown in Berlin*

Jesse Owens and Lutz Long battle racism and Hitler at the 1936 Olympics.

### 22: *The Concert*

An unusual Frenchman arrives in New York to become the "father of modern concerts."

### 23: *Made to be Imitated*

A young boy runs away from home to become a juggler and a Hollywood star.

### 24: *It Pays to Advertise*

A young woman discovers an amazing power uses it to carry her to the top of her field.

### 25: *One Magic Moment*

The Chadwicks, father and daughter, conquer the English Channel.

### 26: *The Curse of King Tut*

An interesting twist on a famous old curse.

### 27: *The Railroad that Never Was*

The story of Harriet Tubman, her family, and the underground railroad.

### 28: *Napoleon's General*

A Haitian hero confronts Napoleon and pays with his life.

### 29: *The Face Behind the Mask*

A remarkably intelligent baseball player becomes an atomic spy.

### 30: *Horsemen, Heroes and Heels*

A bizarre battle leads to military reform and two modern sweaters.



# How to Use the Program

The lesson plans in the remainder of this Teacher's Guide provide clear and easy-to-follow instructions for each part of the lesson. General suggestions rather than detailed scripts are used to give you maximum flexibility. Possible student responses, usually preceded by the word **Idea**, are included in the instructions. These responses are not intended to be verbatim, but rather show the general ideas that students may express. Be prepared to accept any reasonable response.

Each lesson follows the same five-step plan:

- In STEP 1, you build the students' background knowledge and help them set a purpose for reading the story. Then you play the audio cassette or read the story aloud as the students read along silently.
- In STEP 2, you show students how to read difficult words and how to use context to determine word meaning. Then you ask comprehension questions as the students read the story aloud.
- In STEP 3, you go over the Story Card activities with the students and answer any questions they may have. Then the students read the story again silently and complete the activities.
- In STEP 4, you explain the Writing activity to the students and guide them through the prewriting phase. Then the students write on their own or in groups and publish the results.
- In STEP 5, you guide the students as they check their work and discuss their answers.

The steps should always be presented in the same order, but the scheduling is flexible. Each step takes about a half-hour of instructional time. You can present all five steps in a single day or over a period of five days. A three-day schedule is a good compromise: you can present Step 1 on the first day; Steps 2 and 3 on the second; and Steps 4 and 5 on the third.

The following sections explain the parts of each lesson in detail:

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## STEP 1

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### Building Background Knowledge

Students' background knowledge influences their ability to comprehend what they read. In this part of the lesson, you gauge the students' background knowledge by leading them in a general discussion of the story's topic. Specific points of information—such as facts about history and geography—are provided so that you can increase the students' background knowledge and equip them to understand the story.

### Setting a Purpose

Reading is more meaningful to students when it serves a particular purpose. In this part of the lesson, you help students formulate a purpose for reading the story by leading them in a discussion of the title and the introductory material. You then write the purpose on the board for future reference and discussion.

### Listening to the Story

By listening to the story, students can focus on the story's main ideas without getting lost in the details. In this part of the lesson, you remind students of their purpose for reading the story and then play the audio cassette as the students read along silently. (If you prefer, you can read the story aloud instead of playing the cassette.) After the reading, you lead students in a general discussion related to their purpose for reading the story. Questions are provided to help students tie the story together and understand its main ideas.

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## STEP 2

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### Reading Difficult Words

Long and unfamiliar words can be an impediment to decoding and comprehension. In this part of the lesson, you present the story words that are most likely to give students trouble. You show students how to pronounce the words and you discuss their meanings; then the students read the words aloud. Finally, you play the tape again or read the story aloud so that students can hear the words in context.

## Getting Meaning from Context

Knowing how to use context clues provides students with a powerful strategy for determining word meaning. In this part of the lesson, you present sentences that contain difficult story words in context. You then show students how to use the context strategy to determine word meaning. Students practice using the strategy under your guidance.

## Reading the Story Aloud

Having students read aloud serves many purposes. It allows you to measure the students' decoding abilities and it provides students with valuable opportunities for speaking and listening. In this part of the lesson, you have students take turns reading the story aloud. If necessary, you can use the tape or your own reading to model proper oral reading techniques. At the end of each page, you ask significant comprehension questions that measure students' understanding of the main points of the story and allow them to synthesize and reflect on what they have read.

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### STEP 3

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## Presenting the Story Card Activities

There are six separate activities on each Story Card. In this part of the lesson, you go over the first four activities—story questions, sequencing, word meaning, and sentence meaning—with the students. The fifth activity—a writing assignment—is completed in the next step of the lesson, and the sixth—a compendium of interesting facts related to the story—is for students to read after they have finished the lesson.

The **story questions** reflect a “whole story” approach to comprehension. Students are presented with a coherent set of questions that focuses on the main events and ideas of the story. By answering the entire set of questions, students are able to reconstruct the story and formulate a story map. Students answer all the questions in their own words, usually in complete sentences.

The **sequencing** activity presents a jumbled list of the five major events in the story. By writing the events in the correct order, the students create a basic outline of the story, which further reinforces the story map established in the story questions above.

The **word-meaning** activity presents vocabulary words in context. Students use the context strategy developed earlier in the lesson to determine the meanings of the vocabulary words.

The **sentence-meaning** activity focuses on figurative and idiomatic language. Students use a variety of strategies to select the correct paraphrase of a figurative or idiomatic sentence.

## Completing the Story Card Activities

In this part of the lesson, students read the story silently and complete the first four Story Card activities independently. Students can write the answers on their own paper or on a copy of the Answer Sheet.

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### STEP 4

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## Completing the Writing Activity

The writing activities encourage students to apply ideas and concepts from the stories in an entirely new context. The activities are different for each story. They include writing descriptions, letters, sets of directions, song lyrics, conversations, essays, and stories. Because of the complexity of the activities, instructions are provided for you to guide students through all three phases of the writing process: prewriting, writing, and publishing.

In the **prewriting** phase, you present a whole-class activity that prepares students for writing. In some of these activities, you work with the entire class to produce a single piece of writing. In others, you lead them in discussions that focus on the ideas they will be covering.

In the **writing** phase, you guide students as they complete their writing activity individually or in groups. The group activities promote cooperative learning and encourage students to articulate their ideas and help each other.

In the **publishing** phase, you supervise final “publication” of the writing activity in forms such as a class book, a poster, or a dramatization.

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### STEP 5

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## Answer Key

In this final step, you have students read their answers to the Story Card activities aloud and encourage discussion. The emphasis should be on getting students to learn from their mistakes and to see that there can often be many correct answers to a single question. If you wish, you can grade the students' work using a system of your own devising.



# Story 21: Showdown in Berlin

## Summary for the Teacher

"Showdown in Berlin" tells the story of Jesse Owens' triumph at the 1936 Berlin Olympics. Hitler hoped to use the Olympics as a showcase for his theories about the "master race," but Owens—a black American—derailed Hitler's plans by winning four gold medals. His effort was aided by Lutz Long, one of the German athletes.

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about Adolf Hitler. Ask students what they know about Adolf Hitler and then lead them in a general discussion of his life. Try to cover the following points:

- Adolf Hitler was a German who wanted to conquer the world. He believed that white Germans were the "master race," and he hated anyone who was different, such as black people and Jews.
- In 1920, Hitler formed the Nazi party. During the next few years, his party became increasingly popular in Germany.
- In 1933, Hitler became the dictator of Germany. He had absolute power and was called **der Führer**, which means "the leader." His headquarters were in Berlin, the largest city in Germany.
- In 1939, Hitler started the Second World War. Millions of people were killed in the fighting. In addition, at least six million Jews died in Hitler's concentration camps.
- Hitler committed suicide in 1945 when he realized that Germany was losing the war.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how you could find a friend in battle, instead of an enemy. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how you could find a friend in battle, instead of an enemy.* Write the purpose on the board for future reference.

#### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- Which two stars battled in the 1936 Olympics?
- How would you expect Lutz Long to treat Jesse Owens? Why?
- Why do you think Lutz treated Jesse as a friend?
- If you had to compete with somebody, would that person be your enemy or your friend? Why?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

concentrate  
confidence  
performance  
prejudice  
suspicious

achievements  
auxiliaries  
companions  
controversy  
dictator  
discredit  
eliminated  
muscular  
superiority

Berlin  
der Führer (*dare FYUR er*)  
Adolf Hitler  
Olympiad

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

## Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use **context**. Write the following sentences on the board and underline the word **assembled**. Then read the sentences aloud.

- The teachers left their classrooms and assembled in the principal's office. Then they had a meeting.

Point out that the teachers left their classrooms and then had a meeting in the principal's office. Therefore, **assembled** probably means "got together." Have students think of another sentence that uses the word **assembled**.

Read the following sentences aloud or write them on the board:

- After losing the football game, the players sat dejectedly on the bench. They were all frowning, and some were even crying.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If they were frowning and crying, they were sad; therefore, "dejectedly" probably means "in a sad way."*) Have students think of another sentence that uses the word **dejectedly**.

Repeat the procedure in the preceding paragraph for the following sentences:

- The woman owned an inferior car. It didn't work as well as other cars. (*Idea: low-quality*)
- People thought the basketball team was invincible. The team hadn't lost a game in five years. (*Idea: unbeatable*)
- Outwardly, the man seemed fine. But he was very sick on the inside. (*Idea: on the outside*)

Remind students that they can often use context to figure out word meanings when they read.

## Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- The story says that Hitler hoped to use the Olympics for propaganda. What does that mean? (*Idea: He wanted to use the Olympics to promote his ideas.*)
- Why did Hitler want the Germans to win the Olympics? (*Idea: He thought their victory would prove his theory about the "master race."*)
- How did Hitler feel about Jesse Owens? Why? (*Ideas: He hated him because he was black; he was afraid of him because he was so talented.*)
- Why did Hitler admire Lutz Long? (*Idea: He was a perfect example of the "master race."*)

Ask the following questions after students complete the story:

- What thoughts were going through Jesse's mind before he made his first jump? (*Ideas: He was thinking about Hitler's words; he was thinking about Hitler calling him an inferior person; he was thinking about the talk and gossip.*)
- What effect did those thoughts have on Jesse's performance? (*Ideas: They hurt his performance; they had a bad effect.*)
- What unexpected help did Jesse get after his second jump? (*Idea: Lutz Long gave him some advice.*)
- How did Hitler feel about Lutz Long talking to Jesse Owens? How do you know? (*Idea: He didn't like it; because he glared and then left.*)
- Why did Jesse's performance shatter Hitler's theory of a "master race"? (*Idea: Jesse showed that he was a great athlete, even though he wasn't part of the "master race."*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Idea: He thought that Germans were better than anybody else; he thought that white people were better than anybody else*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Hitler planned to use the Olympics for propaganda*). Ask another student which event occurred next (*Hitler's plans made Jesse mad*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: The athletes arrived in New York from all over the country; therefore, "assembled" probably means "got together."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that Hitler's words kept turning over in Jesse's mind. Ask students what happens when you keep turning something over in your mind (*Idea: you think about it*). Then ask students to name the correct choice for item 1 (*kept thinking about*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

#### Prewriting

Read the instructions aloud. Then have students take turns describing actions as they are witnessing them. For example, students could describe activities that they see through the classroom window, or they could describe actions that other students perform. Afterwards, lead students in a general discussion of their descriptions and have them identify key features, such as the use of present tense and vivid language. Write their ideas on the board.

#### Writing

Have students complete the writing activity in groups. The groups should reread the sections of the story that describe the long jump trials and then discuss how a television announcer might describe the trials. The groups should then write down the announcer's description.

#### Publishing

Have the groups present their descriptions to the rest of the class. One member of the group could read the description while the others act it out. After the presentations, have the class discuss the descriptions' similarities and differences.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

#### Story Questions

1. *Ideas:* He thought that Germans were better than anybody else; he thought that white people were better than anybody else
2. *Idea:* If the Germans won, it would prove that they were the "master race"
3. *Ideas:* He was tall and muscular; he had blonde hair and blue eyes; he was a great athlete
4. *Idea:* He was thinking about Hitler's words; he was upset at being called an inferior person
5. *Idea:* He failed to qualify on the first two jumps
6. *Ideas:* He was competing against Jesse; he wasn't treating Jesse like an inferior person; he was snubbing Hitler
7. *Ideas:* He had respect for him as an athlete; he sympathized with him; he understood what Jesse was going through
8. *Idea:* No other athletes won more than one gold medal
9. *Ideas:* Jesse shattered the theory; because he was the best athlete at the games; because he beat the Germans

#### Sequencing

1. Hitler planned to use the Olympics for propaganda.
2. Hitler's plans made Jesse mad.
3. Jesse failed on two jumps.
4. Lutz gave Jesse some advice.
5. Jesse won four gold medals.

#### Word Meaning

1. got together
2. low-quality
3. on the outside
4. In a sad way
5. unbeatable

#### Sentence Meaning

1. kept thinking about
2. like a stone
3. talked in an excited way
4. giving him a target

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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# Story 22: The Concert

## Summary for the Teacher

“The Concert” tells the story of Antoine Jullien, an innovative musician who has been almost forgotten. Jullien arrived in New York in 1853 and staged an unusual concert where the musicians not only played but also acted out the music, complete with a real fire. Jullien’s innovations led to the light shows and other special effects used in modern rock concerts.

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about concerts. Ask students what they know about concerts and then lead them in a general discussion of the topic. Try to cover the following points:

- People go to concerts to hear different kinds of music.
- At most concerts, the audience sits in rows of seats and the musicians perform on a stage.
- Some concerts, such as classical music concerts, are formal; others, such as rock concerts, are less so.
- Some rock concerts include elaborate light shows and other visual elements.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how music could be seen. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how music can be seen.* Write the purpose on the board for future reference.

## Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- Why do you think Jullien moved around when the music began?
- How did Jullien try to create the feeling of night in his finale?
- Do you think the audience “saw” Jullien’s music? Why or why not?
- Do you think music can be “seen”? Why or why not?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

ascot  
baton  
inferno  
maestro  
opinion  
piccolo  
  
apparent  
celebrity  
composition  
descended  
embroidered  
grimaced  
instrumentalists  
marginal  
personality  
recreate  
spectacular  
  
Broadway  
Antoine Jullien (an TWON djoo LYEN)

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

## Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **animated**. Then read the sentences aloud.

- The dog acted in an animated way. It ran around and around, barked merrily, and leaped in the air.

Point out that the dog's actions are quite lively. Therefore, **animated** probably means "lively." Have students think of another sentence that uses the word **animated**.

Read the following sentences aloud or write them on the board:

- The mother tried to silence her clamorous children. "Please be quiet," she said.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: The mother tried to silence her children because they were loud; therefore, "clamorous" probably means "loud."*) Have students think of another sentence that uses the word **clamorous**.

Repeat the procedure in the preceding paragraph for the following sentences:

- The priest led the church in a doxology. They all praised God. (*Idea: type of prayer*)
- After the finale, the audience applauded loudly. Then they left the concert. (*Idea: last piece of music*)
- The bricks had uniform size and weight. They were all exactly alike. (*Idea: the same*)

Remind students that they can often use context to figure out word meanings when they read.

## Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- The story says that "nothing changed Jullien's opinion about his own genius." What do you think his opinion was? (*Idea: He thought he was a genius.*)
- What words could be used to describe most concerts of Jullien's time? (*Ideas: formal, dull, ordinary*)
- How would Jullien's concert be different from normal concerts? (*Ideas: The band would be animated; the music would feature special effects.*)
- Why did Jullien have his band members walk around New York? (*Idea: to attract publicity*)
- One sentence says that the program looked "innocent enough." What does that mean? (*Ideas: It didn't seem unusual; it looked harmless.*)

Ask the following questions after students complete the story:

- What was unusual about the way Jullien conducted his band? (*Ideas: He faced the audience; he moved around on the stage; he grabbed the musicians' instruments; he showed different emotions.*)
- What was unusual about the musicians' actions during the concert? (*Ideas: They became part of the show; they stood up; they sang along; they moved around the theater.*)
- How did Jullien try to create the feeling of night? (*Ideas: He made the theater dark; he started a fire.*)
- Do you think that Jullien could have created the feeling of night just by playing music? Why or why not? (*Ideas: Yes, because some music really sounds like darkness; no, because music is just sound and nothing else.*)
- Do you "see" music when you listen to it? Explain your answer. (*Ideas: student preference*)

Encourage discussion of any story-related topics that interest the students.



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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Ideas: Jullien tried to act out the music; Jullien used special effects*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Jullien wrote huge newspaper ads*). Ask another student which event occurred next (*Jullien began conducting the audience*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If it was hard to tell the suits apart, they must have been the same; therefore, "uniform" probably means "the same."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that Jullien walked down Broadway and surveyed the scene. Ask students what the phrase **surveyed the scene** means in that sentence (*Idea: looked around*). Then ask students to name the correct choice for item 1 (*looked around*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

**Note:** You will need some reviews, such as movie or concert reviews, for the Prewriting phase.

#### Prewriting

Read the instructions aloud. Then read the reviews you have brought in. Lead the class in a general discussion of the reviews, focusing on how the reviewer expresses his or her opinion and supports it with facts or observations.

#### Writing

Have students complete the writing activity individually. If you wish, you can have every student review the same event—possibly a television show—or you can have them review events of their own choosing. Remind students to prepare their questions before witnessing the event. Provide assistance as needed.

#### Publishing

Have students make final copies of their reviews and then publish them in a class book. If all students have reviewed the same event, you can have them make a comparison of their reviews and take a survey of their opinions.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

#### Story Questions

1. *Ideas:* Jullien tried to act out the music; Jullien used special effects
2. *Ideas:* He took out newspaper ads; his band members walked around the city; he printed scarlet and black tickets
3. *Ideas:* They look very striking together; they look mysterious together
4. *Ideas:* A vain person; a person who's concerned about his looks
5. *Ideas:* He kept time to the music; he started swaying back and forth; he grimaced with emotion
6. *Ideas:* He wanted to act out the music; he wanted to call attention to himself; he wanted to get the audience involved
7. *Idea:* The feeling of night
8. *Idea:* They thought there was a real fire
9. *Idea:* He started the idea of special effects

#### Sequencing

1. Jullien wrote huge newspaper ads.
2. Jullien began conducting the audience.
3. Jullien began the finale.
4. Firemen burst into the theater.
5. Jullien led the audience in a type of prayer.

#### Word Meaning

1. the same
2. lively
3. last piece of music
4. louder
5. type of prayer

#### Sentence Meaning

1. looked around
2. shock and amaze the people of New York
3. make people applaud
4. famous

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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## Story 23: Made to be Imitated

### Summary for the Teacher

"Made to be Imitated" is a brief biography of W.C. Fields (1879-1946), the great vaudeville and movie star. Fields ran away as a young boy and decided to become a juggler. His long hours of practice paid off and he became a vaudeville star. He then used his talents and his humor to conquer Hollywood, where he achieved lasting fame for his films.

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about vaudeville. Ask students what they know about vaudeville and then lead them in a general discussion of the topic. Try to cover the following points:

- Vaudeville was a type of entertainment popular around 1900.
- Vaudeville took place in theaters. Different performers—such as magicians, jugglers, comedians, and dancers—would perform one after another. A typical vaudeville act lasted for just a few minutes.
- Many of today's old movie theaters were originally vaudeville theaters. The most famous vaudeville theaters were on Broadway in New York City.
- Vaudeville died out when radio and movies became popular in the 1920's. However, some modern TV variety shows use a vaudeville-type format.
- Many important stars began their careers in vaudeville acts.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how poverty and struggle could give a person the desire to succeed. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how poverty and struggle could give a person the desire to succeed.* Write the purpose on the board for future reference.

### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- What did Whitey know about poverty?
- What struggles did Whitey have as a boy?
- How did Whitey overcome his poverty and his struggles?
- Do you think that Whitey would have become a star if he had been born rich? Why or why not?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

acquire	concession
arcade	contagious
deliberate	dignity
exposure	distorted
miserable	dumbbells
monotone	nasal
pantomime	precision
syllable	raspy
vaudeville	sustained

Boardwalk  
Broadway  
Charlie Chaplin  
William Claude Dukinfield (DUKE in field)  
Philadelphia

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

### Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **converted**. Then read the sentences aloud.

- The family converted their garage into a new room. They needed the extra space.

Point out that the family took their old garage and turned it into a new room. Therefore, **converted** probably means "changed." Have students think of another sentence that uses the word **converted**.

Read the following sentences aloud or write them on the board:

- The man tried to enhance the beauty of his yard by planting flowers. They made his yard look much nicer.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: The flowers made his yard look more beautiful; therefore, "enhance" probably means "improve."*) Have students think of another sentence that uses the word **enhance**.

Repeat the procedure in the preceding paragraph for the following sentences:

- After the long and difficult race, the runners felt great exhaustion. They rested on the ground. (*Idea: tiredness*)
- Every night, the comedian performed the same routine. She was getting tired of it. (*Idea: act*)
- The teacher had a list of students in his class. He called out the names in succession until he reached the bottom of the list. (*Idea: in order*)

Remind students that they can often use context to figure out word meanings when they read.

### Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- How did Whitey's father treat him? (*Ideas: He beat him with sticks and shovels; he treated him badly.*)
- Why did Whitey have a raspy voice and a large nose? (*Ideas: His voice became raspy from exposure to the weather; his nose became large after many street fights.*)
- Was it easy for Whitey to become a juggler? Explain your answer. (*Ideas: No, because he had to practice 16 hours a day; yes, because he did learn how to juggle.*)
- Why was Atlantic City a good place for a juggler? (*Ideas: There were lots of people there; people came there to be entertained.*)

Ask the following questions after students complete the story:

- Why do you think people enjoyed watching Whitey and his juggling act? (*Ideas: They admired his talent; they liked his humor.*)
- Why did Whitey develop an unusual way of speaking on the stage? (*Idea: He wanted to make sure the audience could hear him.*)
- Why do you think Whitey used a different pen name for each of his movie scripts? (*Ideas: He didn't want people to know who really wrote them; he was playing a joke.*)
- Can anyone imitate the way W.C. Fields talked? (*Idea: Student should imitate W.C. Fields' voice.*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Ideas: His father beat him; his father was mean to him.*) Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Whitey decided to become a juggler*). Ask another student which event occurred next (*Whitey worked at a pinball arcade*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If he performed the routine several times a day, it was probably an act; therefore, "routine" probably means "act."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that nothing gave Whitey cause to like his real name. Ask students what the phrase **nothing gave Whitey cause** means in that sentence (*Idea: Whitey had no reason*). Then ask students to name the correct choice for item 1 (*had no reason to like*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

**Note:** You will need a videotape of a movie for the Prewriting phase. If possible, get a W.C. Fields movie such as "Never Give a Sucker an Even Break" or "The Bank Dick."

#### Prewriting

- Read the instructions aloud. Then show the students all or part of the movie you have brought in. After the movie, work with students to write the script for one of the scenes in the movie. Divide the board into two columns. Replay the scene and copy down the actors' lines in the left column; describe the action in the right column. After the script is completed, discuss its major features with the students.

#### Writing

Have students complete the writing activity in groups. The groups should brainstorm to come up with script ideas. Once the group decides on an idea, they should improvise lines of dialogue and act out the lines before writing them down. Remind students to include both dialogue and action in their scripts.

#### Publishing

Have the groups make final copies of their scripts. Then have the groups act out their scenes for the rest of the class, with one member of the group acting as a director. Videotape the scenes, if possible.

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**STEP 5**

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**Answer Key**

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

**Story Questions**

1. *Ideas:* His father beat him; his father was mean to him
2. *Ideas:* It made his voice raspy; it gave him a large nose
3. *Ideas:* It could make him rich; he was fascinated by juggling; he knew he could be good at it
4. *Idea:* He would pretend to drown and attract a crowd. A barker would then try to lure the crowd into the arcade.
5. *Ideas:* He was talented; he was funny
6. *Ideas:* He learned how to gesture and pantomime; he told jokes while juggling
7. *Ideas:* He wrote scripts; he had good gestures; he had good delivery of his lines; he had an unusual voice
8. *Idea:* Never be fair with a gullible person.
9. *Ideas:* By shortening his real name; by changing "William Claude" to "W.C." and "Dukinfield" to "Fields"

**Sequencing**

1. Whitey decided to become a juggler.
2. Whitey worked at a pinball arcade.
3. Whitey started working on Broadway.
4. Whitey began telling jokes during his act.
5. Whitey began making films in Hollywood.

**Word Meaning**

1. act
2. tiredness
3. in order
4. improve
5. changing

**Sentence Meaning**

1. had no reason to like
2. the most honored person on Broadway
3. a different phony name
4. was famous for

**Interesting Facts**

Have students discuss the listed facts and any other facts related to the story.

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**NOTES**

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## Story 24: It Pays to Advertise

### Summary for the Teacher

“It Pays to Advertise” tells the story of Barbara Gardner Proctor, one of the most successful advertising executives of our time. Barbara was born in poverty in North Carolina and brought up by her grandmother. She went to college on a scholarship and eventually landed a job as a music critic. Later she started her own advertising agency, Proctor and Gardner, and became a millionaire.

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### STEP 1

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#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about bank loans. Ask students what they know about bank loans and then lead them in a general discussion of the topic. Try to cover the following points:

- People take out bank loans when they need a lot of money, such as when they want to buy a house or a car.
- Banks charge interest for the money they loan. When people pay back the loan, they pay the bank the original amount plus the interest.
- Before giving a person a loan, banks often ask for collateral—something of value they can keep if the person fails to pay back the loan on time. For example, if a person takes out a car loan, the bank may use the car as collateral. If the person fails to pay back the loan on time, the bank may take the person’s car.
- People who want to start their own business can get loans through the Small Business Administration, which is a government agency.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students what power they think the girl will have. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how the girl’s power carried her to the top.* Write the purpose on the board for future reference.

### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- What power did Barbara have?
- What kind of writing did Barbara do for *Downbeat Magazine*?
- What kind of writing brought Barbara the most success?
- Do you admire Barbara’s success in advertising? Why or why not?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

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### STEP 2

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#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

assignment  
collateral  
depression  
expense  
experience  
freelance  
personality  
positive

Kalamazoo  
Lysol  
Small Business Administration  
Talladega College (tal ah DAY gah)

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

### Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **agency**. Then read the sentences aloud.

- The man worked for a travel agency. He sold airline and train tickets.

Point out that the man worked for a business that helped people travel. Therefore, **agency** probably means "company." Have students think of another sentence that uses the word **agency**.

Read the following sentences aloud or write them on the board:

- The student had a bad attitude. She hated school and she never did her homework.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If she hated school and never did her homework, she had a bad way of thinking; therefore, "attitude" probably means "way of thinking."*) Have students think of another sentence that uses the word **attitude**.

Repeat the procedure in the preceding paragraph for the following sentences:

- Because he had a license, the man was authorized to drive a car. The license came from the state. (*Idea: given permission*)
- The undercover police officer used a fictitious name. She didn't want people to know who she really was. (*Idea: imaginary*)
- The college gave scholarships to students from poor families. The scholarships helped the students pay for college. (*Idea: money awards*)

Remind students that they can often use context to figure out word meanings when they read.

### Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- Why did Barbara's mother leave her? (*Idea: She needed to find a job.*)
- How did Barbara's grandmother contribute to Barbara's success? (*Ideas: She gave her good advice; she gave her pride, dignity, and self-respect; she took care of her.*)
- The story says that Barbara had a positive attitude. What does that mean? (*Ideas: She had a cheerful outlook on life; she looked on the bright side of things.*)
- Why was Barbara given a college scholarship? (*Ideas: She was a good student; she couldn't afford to go to college.*)

Ask the following questions after students complete the story:

- Why do you think Barbara went on a big shopping spree when she arrived in Chicago? (*Ideas: student preference*)
- Why did Barbara volunteer to work at the record store? (*Ideas: She thought it might give her a chance to get ahead; she liked music; she was interested in the store's owner.*)
- Why do you think Barbara wanted to start her own business? (*Ideas: She was ambitious; she wanted to be her own boss; she wanted to do something new; she wanted to get rich.*)
- If you could start your own business, what would it be? (*Ideas: student preference*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Idea: Her mother needed to find a job*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Barbara moved in with her grandmother*). Ask another student which event occurred next (*Barbara got a college scholarship*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If she was active and cheerful, she had a good way of thinking; therefore, "attitude" probably means "way of thinking."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that Barbara was born at the height of the great depression. Ask students what the phrase **the great depression** means in that sentence (*Idea: the 1930's*). Then ask students to name the correct choice for item 1 (*during the 1930's*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

**Note:** You will need some empty or unopened cereal boxes for the Prewriting phase.

#### Prewriting

Read the instructions aloud. Then display the cereal boxes you have brought in and read the copy on each box. Lead the class in a general discussion about the important elements of a cereal box; write the main points on the board.

#### Writing

Have students complete the writing activity in pairs. Encourage students to examine the boxes you have brought in and any boxes they may have at home. Students should not copy any information, but they can use the other boxes for ideas. Remind students that they need to write copy for all sides of the box.

#### Publishing

Have students make actual boxes. Students can use rubber cement or other means of attaching their copy to empty boxes. Display the final boxes and lead the class in a general discussion of their features. The class may wish to give an award for the best box.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

#### Story Questions

1. *Idea:* Her mother needed to find a job
2. *Ideas:* Take things the way they are and learn how to deal with them; learn how to face reality
3. *Ideas:* She had a strong and cheerful personality; she worked on the school paper; she played in the band; she became a cheerleader
4. *Idea:* She ran out of money and couldn't buy a ticket home
5. *Ideas:* Yes, because it gave her career a start; no, because you shouldn't work for free
6. *Ideas:* She had experience writing program notes for records; she knew a lot about music
7. *Ideas:* She was tired of show business; she needed a change; she wanted to be able to use her writing skills
8. *Idea:* People usually offer property as collateral
9. *Idea:* The second name made people think that Barbara had a male partner

#### Sequencing

1. Barbara moved in with her grandmother.
2. Barbara got a college scholarship.
3. Barbara volunteered to work in a record store.
4. Barbara got a job as a jazz critic.
5. Barbara started her own company.

#### Word Meaning

1. way of thinking
2. money award
3. given permission
4. company
5. imaginary

#### Sentence Meaning

1. during the 1930's
2. accept the way she looked
3. was less impressive
4. who had been born into poverty

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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## Story 25: One Magic Moment

### Summary for the Teacher

“One Magic Moment” tells the story of Florence Chadwick’s remarkable swim across the English Channel. Florence attempted to swim across the English Channel in both directions, which no woman had ever done. While swimming from England to France, Florence lost her guide boat in the fog and seemed destined to drown. She kept faith, however, by remembering an incident from her childhood, and she eventually completed the crossing.

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### STEP 1

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#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about the English Channel. Ask students what they know about the English Channel and then lead them in a general discussion of the topic. Try to cover the following points:

- The English Channel is a strip of ocean that separates England and France. At its narrowest point, it is 21 miles (35 kilometers) wide.
- The water in the English Channel is cold and filled with strong currents, and the weather is often foggy and windy.
- Because it is part of the ocean, the English Channel has daily tides. During ebb tide the water moves away from the land; during flood tide the water moves back in.
- Workers are currently digging a highway and train tunnel underneath the English Channel.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how a single moment could bring success or failure. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how a single moment could bring success or failure.* Write the purpose on the board for future reference.

### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- For a while, it seemed that Florence might fail in her swim across the English Channel. Why?
- What did Florence do during one magic moment?
- How did that magic moment help Florence succeed?
- Have you ever had a magic moment where failure turned into success?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

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### STEP 2

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#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

beacon  
determined  
glycerine  
intense  
narcotics  
protective  
seasickness

Florence Chadwick  
English Channel  
Persian Gulf  
San Diego  
Sangatte (san GOT)  
Saudi Arabia

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

## Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **expenses**. Then read the sentences aloud.

- The woman earned a lot of money, but she had many expenses. She had very little left for her savings account.

Point out that the woman earned a lot of money but she had very little left. Therefore, **expenses** probably means "costs." Have students think of another sentence that uses the word **expenses**.

Read the following sentences aloud or write them on the board:

- The man's heartbeat was irregular. It skipped, stopped, and started again.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If his heart skipped, stopped, and started again, it didn't have an even rate; therefore, "irregular" probably means "at an uneven rate."*) Have students think of another sentence that uses the word **irregular**.

Repeat the procedure in the preceding paragraph for the following sentences:

- The ship's captain knew how to navigate with a compass. The ship was never lost. (*Idea: guide the ship*)
- The boy's shadow fell on a wall. The shadow formed a perfect silhouette of his body. (*Idea: outline*)
- When the restaurant shut down, the employees were transferred to another restaurant in the same chain. They soon got used to the new place. (*Idea: moved*)

Remind students that they can often use context to figure out word meanings when they read.

## Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- What challenge did Florence give herself? (*Idea: to swim across the English Channel*)
- Why do you think Florence gave herself such a difficult challenge? (*Ideas: She needed a challenge in her life; she wanted to do difficult things; it gave her a goal.*)
- Describe how Florence prepared for her swim across the Channel. (*Ideas: She swam ten hours a day in the Persian Gulf; she trained for two months in France; she ate high-calorie and starchy foods.*)
- Why did Florence want to leave England during ebb tide? (*Idea: The water would be moving out and would carry her along with it.*)
- Why did Florence want to arrive in France during flood tide? (*Idea: The water would be moving in and would carry her along with it.*)

Ask the following questions after students complete the story:

- Why did Florence's arms and legs start to become numb? (*Idea: The protective grease wore away; the water was very cold.*)
- What other problems did Florence have in her swim? (*Ideas: She couldn't see the boat; her arms and legs hurt; she had an irregular stroke.*)
- How was Florence able to solve her problems? (*Ideas: By making up her mind to succeed; by remembering what she promised her uncle; by thinking about her father.*)
- How did Florence's kicking save her? (*Idea: The crew in the boat heard the sound of her kicks and found her.*)

Encourage discussion of any story-related topics that interest the students.



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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Ideas: It was a challenge; she wanted to prove that she could do it*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Florence swam in the Persian Gulf*). Ask another student which event occurred next (*Florence swam from France to England*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If she wanted to be closer to the ocean, she would have to move; therefore, "transferred" probably means "moved."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that a cold wind was blowing up whitecaps. Ask students what **whitecaps** means in that sentence (*Idea: waves with crests of foam*). Then ask students to name the correct choice for item 1 (*making waves with crests of foam*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

#### Prewriting

Read the instructions aloud. Then have students pretend that they are Florence Chadwick. Work with students to write the composition the way that Florence might have. Have students review the story to find out how Florence prepared for her challenge. Also have students speculate on why the challenge was so interesting to Florence. Then write the final composition on the board, making use of the students' suggestions.

#### Writing

Have students complete the writing activity individually. Encourage students to think long and hard about their challenge. Point out that it should be realistic and neither too easy nor too hard to accomplish. Remind students of the composition they completed above.

#### Publishing

Have students make final copies of their compositions and assemble them into a class book. Then work with students to write an introduction to the book. The introduction should compare the challenges the students set themselves and should discuss any similarities or differences.

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**STEP 5**

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**Answer Key**

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

**Story Questions**

1. *Ideas:* It was a challenge; she wanted to prove that she could do it
2. *Ideas:* The current could be against you; the wind could be against you
3. *Idea:* She wanted to leave at ebb tide, when the current would pull her out, and come ashore at flood tide, when the current would pull her in.
4. *Idea:* To keep it warm; to help the water slide off
5. *Idea:* It was cold; it was dark; it was foggy; she had pain in her arms and legs; she couldn't see the boat; the boat lost her
6. *Ideas:* He was so worried about Florence; he was too excited
7. *Ideas:* The compass was broken; the walkie-talkie was dead; it was too foggy to see the stars
8. *Ideas:* She remembered how she promised her uncle to try harder; she thought about how her father had faith in her
9. *Idea:* By hearing the sound of her legs kicking in the water

**Sequencing**

1. Florence swam in the Persian Gulf.
2. Florence swam from France to England.
3. Florence's father had a heart attack.
4. Florence realized she couldn't give up.
5. Florence walked ashore in France.

**Word Meaning**

1. moved
2. costs
3. at an uneven rate
4. guide the ship
5. outlines

**Sentence Meaning**

1. making waves with crests of foam
2. remembered when she was six years old
3. listened as hard as they could
4. made history

**Interesting Facts**

Have students discuss the listed facts and any other facts related to the story.

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**NOTES**

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# Story 26: The Curse of King Tut

## Summary for the Teacher

"The Curse of King Tut" describes the discovery of the fabulous tomb of the ancient Egyptian pharaoh Tutankhamen. After much effort, an expedition led by two Englishmen uncovered the tomb in 1922 and preserved its immense riches. Soon afterwards, people associated with the expedition began dying, leading to speculation about a possible curse on the tomb. It was not until recent years that doctors were able to explain some of the deaths.

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about the ancient Egyptians. Ask students what they know about the ancient Egyptians and then lead them in a general discussion of the topic. Try to cover the following points:

- Egypt is a country in northeastern Africa. Much of Egypt is desert, but there are farms and cities near the Nile River, which is very long and wide. In fact, the Nile is the world's longest river (approx. 4,187 miles or 6,738 kilometers).
- Egyptian civilization is one of the oldest on earth. It began over 5,000 years ago.
- The ancient Egyptians were fascinated by death. The kings, who were called pharaohs, spent years building their own tombs. Thousands of slaves spent their lives working on the tombs. Some of the tombs were pyramids; others were large temples; still others were carved into cliffs.
- Over the years, many ancient Egyptian buildings have been covered by the moving sands of the desert. Scientists are now trying to uncover these buildings.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a

student read the title and the headnote aloud. Then ask the students how the power of a curse could lie in its mystery. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how the power of a curse could lie in its mystery.* Write the purpose on the board for future reference.

#### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- What is a curse?
- Why did the ancient Egyptians place a curse over King Tut's grave?
- Why did people come to believe in the curse of King Tut?
- What effect did mystery have on the curse?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

hearse  
inscription  
mummified  
pharaoh  
precious  
statuette  
  
antechamber  
circumstances  
curator  
desperate  
ecstasy  
methodical

plunder  
preservative  
royalty  
symptom  
unravel  
  
Lord Carnarvon  
(ku NAR von)  
Egypt  
Peruvian  
Tutankhamen  
(toot ahn KAW men)

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

## Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **archaeologists**. Then read the sentences aloud.

- The ancient town was dug up by archaeologists. These people wanted to study the buildings and other objects in the town.

Point out that the people wanted to study objects from the ancient town. Therefore, **archaeologists** probably means "scientists who study old objects." Have students think of another sentence that uses the word **archaeologists**.

Read the following sentences aloud or write them on the board:

- Many kinds of people were associated with the school. They were teachers, students, and administrators.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: The people are all connected to the school; therefore, "associated" probably means "connected."*) Have students think of another sentence that uses the word **associated**.

Repeat the procedure in the preceding paragraph for the following sentences:

- The poor woman had very few possessions. She could carry all of them in a suitcase. (*Idea: things she owned*)
- A large tapestry hung on the wall. It was soft and had many kinds of threads. (*Idea: type of rug*)
- The bank safe had a huge lock and thick walls. Nonetheless, thieves violated the safe and stole its contents. (*Idea: broke into*)

Remind students that they can often use context to figure out word meanings when they read.

## Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- How did the ancient Egyptians try to protect the treasures of King Tut's tomb? (*Ideas: By putting in secret doors, hidden rooms, false stairways, and open pits; by putting a curse over King Tut's grave*)
- Why did some archaeologists doubt that King Tut had ever lived? (*Ideas: Stories about his life were sketchy; there was no real evidence that he lived.*)
- Why was Carnarvon ready to give up the search for King Tut? (*Ideas: They had been looking for a long time without success; the search was costing him a lot of money.*)
- The story says that King Tut's tomb had an inscription over the doorway. How do you think the inscription was made? (*Idea: It was carved into the stone.*)

Ask the following questions after students complete the story:

- The story says that Carter wired Lord Carnarvon a note. What does that mean? (*Idea: He sent him a telegram.*)
- Why does Carter's telegram keep using the word **stop**? (*Idea: To show where the sentences end.*)
- What did King Tut have on his left cheek? Who else had that mark? (*Idea: A small scab from an insect bite; Lord Carnarvon*)
- What events made Carnarvon's death seem so mysterious? (*Ideas: All the lights in Cairo went out when he died; his dog howled and died at the moment of his death; he had the same mark on his cheek as King Tut.*)
- What was the explanation for some of the deaths associated with King Tut's tomb? (*Idea: The people exposed themselves to deadly preservatives; the people breathed bad air in the tomb.*)
- Do you think the curse had any real power? Why or why not? (*Ideas: Yes, because people died; no, because their deaths can be explained.*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Idea: To hold the body of the king and his possessions*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*King Tut is placed in a tomb*). Ask another student which event occurred next (*Carter and Carnarvon enter the tomb*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: The jewels, works of art, and furniture were probably things he owned; therefore, "possessions" probably means "the things he owned."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that the fate of the robbers is lost in the silent history of the past. Ask students what the clause **the fate of the robbers is lost** means in that sentence (*Idea: nobody knows what happened to the robbers*). Then ask students to name the correct choice for item 1 (*nobody knows what happened to the robbers*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

#### Prewriting

Read the instructions aloud. Then explain what a telegram is and how it works. Point out that people tried to use as few words as possible in telegrams because each word cost a lot of money. Discuss the „words that are missing in Carter’s telegram, i.e. (Dear Lord Carnarvon,) AT LAST (I) HAVE MADE A WONDERFUL DISCOVERY IN THE VALLEY. (The discovery is a) MAGNIFICENT TOMB WITH (its) SEALS INTACT. CONGRATULATIONS. (Sincerely, Howard Carter). Point out that if Carter had sent a letter, the letter would have been much more detailed than the telegram. For example, he might have explained how the discovery was made, what the doorway looked like, and so on.

#### Writing

Have students complete the writing activity in groups of four or five, if possible. Make sure that students don’t talk about their telegrams or letters in the first part of the activity: the idea of the activity is to duplicate the experience of receiving telegrams and letters, which doesn’t involve talking.

#### Publishing

After the groups finish, have them devise some way of publishing their telegrams and letters, perhaps as a poster or in a book. The publication should highlight the differences between the telegrams and the letters.

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**STEP 5**

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**Answer Key**

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

**Story Questions**

1. *Idea:* To hold the body of the king and his possessions
2. *Ideas:* To protect it from grave robbers; to protect the king
3. *Ideas:* Anyone who disturbs the dead king will soon die; anyone who disturbs the tomb will soon die
4. *Ideas:* Shrines; jeweled chariots; golden bracelets; daggers; gilded statuettes and furniture; gold coffins; gems; gold burial mask; King Tut's body
5. *Idea:* They both had a scab from an insect bite on the left cheek
6. *Ideas:* No, because they were just coincidences; yes, because they can't be explained otherwise
7. *Ideas:* Many of the people who came in contact with the tomb died; because it was so mysterious
8. *Idea:* She came into contact with a deadly preservative put on the tapestry
9. *Ideas:* student preference

**Sequencing**

1. King Tut is placed in a tomb.
2. Carter and Carnarvon enter the tomb.
3. Carnarvon is struck down by an insect bite.
4. Marie becomes ill while working on a tapestry.
5. Doctors link Marie's illness with the curse of King Tut.

**Word Meaning**

1. the things he owned
2. broke into
3. scientists who examine old objects
4. connected with
5. type of rug

**Sentence Meaning**

1. nobody knows what happened to the robbers
2. devoted his life to
3. hard to believe
4. the newspapers paid more attention to the story

**Interesting Facts**

Have students discuss the listed facts and any other facts related to the story.

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**NOTES**

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# Story 27: The Railroad that Never Was

## Summary for the Teacher

"The Railroad that Never Was" tells the story of Harriet Tubman (c.1820-1913), the famous "conductor" on the Underground Railroad. Harriet was born a slave in Maryland and escaped north to freedom as a young woman. She returned to the South repeatedly and helped over 300 slaves escape, including her entire family, without ever losing a single "passenger."

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about slavery in the United States. Ask students what they know about slavery in the United States and then lead them in a general discussion of the topic. Try to cover the following points:

- Large numbers of Europeans began arriving in the area that is now the United States during the early 1600's. Some of these Europeans established huge farms called plantations.
- The Europeans wanted slaves to do the hard work on the plantations. The first slaves were brought from Africa to Virginia in 1619, one year before the Pilgrims' famous arrival at Plymouth Rock.
- The slaves had no rights. They were considered to be pieces of property. Their living conditions were horrible, and they had to work very hard.
- Over the years, people became opposed to slavery. It disappeared from the northern states by the early 1800's, but not in the southern states, where most of the plantations were.
- During the early 1800's, many southern slaves tried to flee to the north, where they could be free.
- The slavery issue eventually led to the Civil War (1861-1865) between the northern and southern states. After the war, the slaves were freed.

## Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students what they think the title means. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out what the title means*. Write the purpose and the title on the board for future reference.

## Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- How would you define a railroad?
- Was the Underground Railroad a real railroad? Why or why not?
- What does the title mean?
- Why do you think the author chose that title?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

bounty hunter  
carriage  
census  
depot  
imaginary  
omen  
overseer  
plantation  
preparations  
principles  
realize

Baltimore  
Brodas (BROE des)  
Dorchester County  
Moses  
Philadelphia  
Quaker  
Wilmington

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

## Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the words **adhered to**. Then read the sentences aloud.

- The athlete adhered to a strict schedule. She did the same thing every day.

Point out that if the athlete did the same thing every day, she stuck to a strict schedule. Therefore, **adhered to** probably means "stuck to." Have students think of another sentence that uses the words **adhered to**.

Read the following sentences aloud or write them on the board:

- The criminal made counterfeit dollar bills. Then he tried to pass them off as real money.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If the criminal tried to pass the dollar bills off, they were probably phony; therefore "counterfeit" probably means "phony."*) Have students think of another sentence that uses the word **counterfeit**.

Repeat the procedure in the preceding paragraph for the following sentences:

- The teacher escorted her students through the museum. She led them through all the twists and turns. (*Idea: guided*)
- The police were looking for a fugitive convict. He had escaped from prison and was heading west. (*Idea: runaway*)
- Mountain climbing is a perilous sport. You can easily fall and break your neck. (*Idea: dangerous*)

Remind students that they can often use context to figure out word meanings when they read.

## Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- One sentence says, "The union of states numbered 24." What does that mean? (*Idea: There were 24 states in the United States.*)
- What rights do citizens of the United States have? (*Ideas: They have the right to vote; to express themselves freely; to travel freely; to have a fair trial.*)
- Which group of people didn't have those rights? Why? (*Ideas: The slaves; because their owners wanted to keep them as workers; slaves were considered to be pieces of property.*)
- How could Harriet's knowledge of the countryside help her? (*Idea: It could help her escape and hide.*)
- What do you think of Harriet's husband? Why? (*Ideas: He's a freeloader, because he spent Harriet's money and never worked; he's a coward, because he didn't want to help her escape.*)

Ask the following questions after students complete the story:

- Explain how the Underground Railroad worked. (*Idea: Guides would take slaves from one house to another, until they reached the northern states.*)
- In the Bible, who was Moses? What did he do for his followers? (*Idea: He was a Jew who led his followers out of slavery in Egypt and into the Promised Land.*)
- Why do you think people called Harriet "Moses"? (*Idea: She was like Moses, because she led her followers out of slavery.*)
- Give an example of how Harriet made use of her principle, "Always be prepared to use disguises." (*Idea: She disguised herself as an old woman when she went to rescue her parents.*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Ideas: They were considered to be pieces of property; their owners didn't want them to have any power*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Harriet worked as a slave on a plantation*). Ask another student which event occurred next (*Harriet learned about the Underground Railroad from a Quaker woman*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If the slaves had escaped, they were running away; therefore, "fugitive" probably means "runaway."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that the Underground Railroad was a chain of people working together. Ask students what the phrase **chain of people** means in that sentence (*Idea: they worked together like a chain*). Then ask students to name the correct choice for item 1 (*worked together like a chain*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

#### Prewriting

Read the instructions aloud. Then copy Harriet's principles on the board and work with students to write an explanation for each of the principles, for example: "Always escape on Saturday night because the master will probably go to church on Sunday morning and won't notice that you're missing until later in the day."

#### Writing

Have students complete the writing activity individually. Remind students to list principles that they think are important; their composition should explain why the principles are important. If students need further guidance, lead the class in a general discussion of principles and list suggested principles on the board.

#### Publishing

Have students make a final copy of their list and post it in a spot where they can see it often, such as in their desk or locker or on their wall at home. After a certain amount of time has passed, lead students in a general discussion of how well their principles are holding up.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

### Story Questions

1. *Ideas:* They were considered to be pieces of property; their owners didn't want them to have any power
2. *Ideas:* A fireplace and a door, but no windows; a large hole in the floor that was used as an icebox; rags in the corners for mattresses
3. *Idea:* It guided runaway slaves to the north, where they could be free
4. *Idea:* Her knowledge of the countryside could help her escape and hide
5. *Ideas:* They didn't want other people to know what they were really talking about; they were using a code
6. *Ideas:* She led her people out of slavery; she followed a set of principles; she was persecuted by the government
7. *Idea:* Because the master would probably go to church on Sunday morning and might not miss her until Sunday afternoon
8. *Idea:* They were afraid the slaves would escape or be freed, so they wanted to get money for them before they escaped
9. *Idea:* She disguised herself as an old woman

### Sequencing

1. Harriet worked as a slave on a plantation.
2. Harriet learned about the Underground Railroad from a Quaker woman.
3. Harriet arrived in Philadelphia for the first time.
4. Harriet helped her brothers and sisters escape.
5. Harriet helped her parents escape.

### Word Meaning

1. runaway
2. stuck to
3. guided
4. dangerous
5. phony

### Sentence Meaning

1. worked together like a chain
2. a guide whose name we don't know
3. trying to make money by capturing slaves
4. Trouble was brewing in the southern states

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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# Story 28: Napoleon's General

## Summary for the Teacher

"Napoleon's General" tells the story of Thomas Alexandre (1763-1806), a French soldier who was known as Napoleon's Hercules. Thomas was born in Haiti and had prodigious strength. He became a general at an early age but lost his position by speaking out against Napoleon's conquests. His son, Alexandre Dumas, became one of France's best-known writers.

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### STEP 1

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#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about Napoleon Bonaparte. Ask students what they know about Napoleon and then lead them in a general discussion of his life and times. Try to cover the following points:

- When Napoleon was born in 1769, France was still ruled by a king.
- The people of France revolted against the king in 1789 and started the French Revolution. For the next few years, France was ruled by a series of governments, none of them successful. France also had many wars with foreign countries during this time.
- During the Revolution, many people were executed on the guillotine, a device that chopped off people's heads.
- In 1799, Napoleon came to power and became the absolute ruler of France. A few years later he began calling himself an emperor.
- As emperor, Napoleon tried to conquer all of Europe. He largely succeeded, but he began losing territory within a few years.
- Napoleon was finally defeated by the English and others at the Battle of Waterloo in 1815. He died a few years later.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a

student read the title and the headnote aloud. Then ask the students how revolution could lead to a dictatorship instead of a democracy. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how the revolution led to a dictatorship instead of a democracy.* Write the purpose on the board for future reference.

#### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- How did the French people suffer during the French Revolution?
- Why do you think foreign countries attacked France during the revolution?
- Why do you think the French wanted a strong ruler?
- So how did the revolution lead to a dictatorship instead of a democracy?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

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### STEP 2

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#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

aristocrat  
brigadier general  
dictator  
lieutenant  
musketeer  
  
dueling  
enlistments  
excel  
guillotine  
legendary  
literary  
monuments

platoon  
rabble  
voodoo  
yearn

Seigneur Alexandre (SEN yur Alexander)  
Caesar  
Alexandre Dumas (doo MAH)  
Hercules  
Napoleon  
Sphinx

Austria  
Egypt  
Haiti  
Mediterranean  
Naples  
Paris  
Pyrenees (PEER ah nees)  
West Indies

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

### Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **combatants**. Then read the sentences aloud.

- There were several combatants in the deadly fight. They used fists, knives, and guns.

Point out that if they used fists, knives, and guns, they must have taken part in the fight. Therefore, **combatants** probably means "fighters." Have students think of another sentence that uses the word **combatants**.

Read the following sentences aloud or write them on the board:

- Many of the soldier's comrades were killed in the battle. He helped carry them back to the fort.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If he helped carry them back to the fort, they must have been on his side; therefore, "comrades" probably means "fellow soldiers."*) Have students think of another sentence that uses the word comrades.

Repeat the procedure in the preceding paragraph for the following sentences:

- Junk phone calls infuriate me. They really make my blood boil. (*Idea: anger*)
- The noise was unbearable. People covered their ears and begged for silence. (*Idea: impossible to put up with*)
- The woman's life had always been uneventful. But one day something very exciting happened. (*Idea: dull*)

Remind students that they can often use context to figure out word meanings when they read.

### Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- What is Haiti? Where is it? (*Ideas: It's an island in the Caribbean; it's an island south of the United States.*)
- Why do you think Tom's father came to Haiti? (*Ideas: To make money from his plantation; to make his fortune.*)
- Why do you think Tom's new mother didn't like him? (*Ideas: She was jealous of him; he reminded her of the first wife.*)
- Describe Tom's physical powers. (*Ideas: He excelled in horsemanship and dueling; he crushed metal helmets with his bare hands; he could lift rifles by putting his fingers in the barrels; he could throw people over fences and barricades.*)
- Describe conditions in France during the French Revolution. (*Ideas: Wild; chaotic; filled with death and disorder; bloody.*)

Ask the following questions after students complete the story:

- Tom became a general when he was 31 years old. How old are generals in our army? (*Ideas: In their fifties and sixties; much older.*)
- Why do you think Napoleon was impressed when he first heard about Tom? (*Ideas: He was impressed by his courage in fighting off the Austrians; he was impressed by his strength.*)
- Who was Caesar? How was he like Napoleon? (*Idea: He was a Roman emperor who lived about 2000 years ago; like Napoleon, he was an absolute ruler who tried to conquer other countries.*)

- Why do you think Tom spoke out against more conquests? (*Ideas: He thought they were wrong; he knew that the soldiers were unhappy.*)
- Why did Tom become heartbroken? (*Ideas: Napoleon forced him out of the army, which was his life; Napoleon didn't give him any back pay.*)
- The story says that the world remembers Tom through his son. What does that mean? (*Idea: His son, Alexandre Dumas, became famous, so Tom is still famous too.*)

Encourage discussion of any story-related topics that interest the students.

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### STEP 3

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#### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

##### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Ideas: His new mother didn't like him; there were constant quarrels*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

##### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Tom runs away from home*). Ask another student which event occurred next (*Tom becomes a corporal in the army*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

##### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If nothing unusual happened and the days were all the same, then his life must have been dull; therefore, "uneventful" probably means "dull."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says the army was a blessing in disguise. Ask students what the phrase **a blessing in disguise** means in that sentence (*Idea: something that turns out better than you expect*). Then ask students to name the correct choice for item 1 (*much better than he expected*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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### STEP 4

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#### Completing the Writing Activity

Use the following procedure to present the writing activity:

##### Prewriting

Read the instructions aloud. Then lead students in a general discussion about power, using the activity questions as a guide. Write their ideas on the board. Encourage students to support their opinions with evidence.

##### Writing

Have students complete the writing activity individually. Encourage a variety of responses. Point out that the essay should concentrate on the idea of power. Remind students to give reasons in support of their opinions.

##### Publishing

Have students make final copies of their essays and then have each student read his or her essay to the class. After the readings, lead the class in another discussion about power. If opinions differ widely, encourage debate among the students.



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**STEP 5**

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**Answer Key**

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

**Interesting Facts**

Have students discuss the listed facts and any other facts related to the story.

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**NOTES**

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**Story Questions**

1. *Ideas:* His new mother didn't like him; there were constant quarrels
2. *Ideas:* He was strong; he was brave; he settled fights
3. *Ideas:* It was disorganized; people were afraid; thousands were dying
4. *Ideas:* The army was growing quickly; he had leadership qualities
5. *Idea:* He defeated an entire platoon by himself
6. *Ideas:* He was an emperor; he tried to conquer other countries; he was ruthless
7. *Idea:* Tom thought that Napoleon should stop his conquests
8. *Ideas:* He forced him out of the army; he refused to give Tom his back pay
9. *Idea:* He had both Haitian and French blood

**Sequencing**

1. Tom runs away from home.
2. Tom becomes a corporal in the army.
3. Tom engages an entire platoon by himself.
4. Tom has a disagreement with Napoleon.
5. Tom is forced out of the army.

**Word Meaning**

1. dull
2. impossible to put up with
3. fighters
4. fellow soldiers
5. angers

**Sentence Meaning**

1. much better than he expected
2. had no fear
3. very strong man
4. convinced people through his writings

## Story 29: The Face Behind the Mask

### Summary for the Teacher

"The Face Behind the Mask" tells the story of Moe Berg, a major league baseball catcher who became a spy for the United States. Moe was remarkably intelligent and could speak sixteen languages. His intelligence and athletic ability served him well as a catcher, and they later contributed to his many espionage successes during the Second World War, which included thwarting the Nazis' efforts to build an atomic bomb.

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### STEP 1

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#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about atomic bombs. Ask students what they know about atomic bombs and then lead them in a general discussion of the topic. Try to cover the following points:

- The first atomic bomb was made in the United States in 1945, near the end of the Second World War.
- The Second World War ended shortly after the United States dropped two atomic bombs on Japan. Those bombs killed more than 200,000 people and destroyed two cities, Hiroshima and Nagasaki.
- No atomic bombs have been dropped on people since the Second World War, but many countries have made test explosions of atomic bombs in remote areas or underground.
- People and governments around the world are trying to get rid of atomic bombs because they are so dangerous. However, there are still many atomic bombs in the world today.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how physical skill and mental ability could come together in one person. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out how physical skill and mental ability came together in one person.* Write the purpose on the board for future reference.

### Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- What unusual physical skills did Moe Berg have?
- What unusual mental abilities did Moe Berg have?
- How did Moe combine those skills and abilities when he played baseball?
- How did Moe combine those skills and abilities when he was a spy?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

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### STEP 2

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#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

forfeit  
parachuted  
physics  
uranium

Lou Gehrig  
Otto Hahn  
Werner Heisenberg (VER ner HIE sen berg)  
Mussolini  
Ray Schalk (shawk)  
Stalin  
Harry Truman

Bisingen (BEE sing en)  
Duisburg (DEWS burg)  
Hiroshima (he ROW shi ma)  
Nagasaki (nah gah SAH kee)  
Oslo  
Rjukan (ree OO kan)  
Vladivostok (vla di VOS tok)

Arabic  
Norwegian  
Portuguese  
Sanskrit

CIA  
Gestapo  
Trans-Siberian railroad  
White Sox

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

### Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **enlisted**. Then read the sentences aloud.

- The young man enlisted after he finished high school. He wanted to drive a tank and be a soldier.

Point out that if the young man wanted to drive a tank and be a soldier, he probably signed up for the army. Therefore, **enlisted** probably means "signed up for the army." Have students think of another sentence that uses the word **enlisted**.

Read the following sentences aloud or write them on the board:

- The orchestra's performance was flawless. They didn't miss a single note or make any other errors.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: They didn't miss a single note or make any errors, so "flawless" probably means "without mistakes."*) Have students think of another sentence that uses the word **flawless**.

Repeat the procedure in the preceding paragraph for the following sentences:

- There are several hangars at the airport. They are filled with jets, prop planes, and similar vehicles. (*Idea: buildings for planes*)
- The woman worked as a linguist. Her job included speaking in English, French, German, Russian, and other languages. (*Idea: person who knows many languages*)
- To prepare for war, the country built a munitions factory. They wanted to make their own rifles and cannons. (*Idea: weapons*)

Remind students that they can often use context to figure out word meanings when they read.

### Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- How did Moe Berg get his start as a major league catcher? (*Idea: He volunteered to catch after the last real catcher on his team was injured.*)
- Why do you think Berg was such a good catcher? (*Ideas: He had a powerful arm; he remembered every pitch; he saw every flaw in the hitters.*)
- Why do you think Japanese might be a particularly hard language for English-speaking people to learn? (*Ideas: It's a completely different language; it uses a different alphabet; it's not related to English in any way.*)
- How much time did Berg need to learn Japanese? (*Idea: About two months*)
- Why do you think Berg took movies wherever he went? (*Ideas: He was very curious about the world; he was a real tourist; he had a plan for his movies.*)

Ask the following questions after students complete the story:

- Why do you think Berg became a spy instead of a soldier? (*Ideas: He'd have more chance to use his intelligence as a spy; he wanted a really challenging job.*)
- What was the purpose of Berg's mission in Norway? (*Idea: To find out if and where the Germans were making atomic bombs.*)
- How did Berg get Doctor Heisenberg to leave the atomic bomb factory? (*Idea: He had Doctor Sherrer invite Heisenberg to give a lecture in Switzerland.*)
- What did Heisenberg mean when he said that Germany would lose the war? (*Idea: They were having trouble making an atomic bomb.*)
- Moe Berg had many talents. Which one do you think was the most useful to him? (*Ideas: His talent for languages, because it helped his disguises as a spy; his talent for baseball, because it allowed him to play in the major leagues; his talent for learning, because it helped him grasp information quickly.*)

Encourage discussion of any story-related topics that interest the students.

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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Idea: Either you be the catcher or we can't play the game*). Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Berg caught his first major league baseball game*.) Ask another student which event occurred next (*Berg took movies of Japan*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If he didn't miss a single ball and his throws were perfect, he didn't make any mistakes; therefore, "flawless" probably means "without mistakes."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that physical skill and mental ability seem worlds apart. Ask students what the phrase **worlds apart** means in that sentence (*Idea: far away from each other*). Then ask students to name the correct choice for item 1 (*far away from each other*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

#### Prewriting

Read the instructions aloud. Then work with students to devise a simple code. Explore the various possibilities and discuss the advantages and disadvantages of each. Write the final code sheet on the board. Then write simple messages and have students decode them.

#### Writing

Have students complete the writing activity in groups. Encourage the group to research codes before writing its own code sheet. Make sure that the entire group agrees on the code and understands how it works. Then have the groups follow the "friend" and "enemy" procedures specified in the activity.

#### Publishing

Have the groups assemble their code sheets, their messages, and the "friend" and "enemy" interpretations into an explanatory poster. The poster should explain how the code works and what happened during each step in the process. The poster can also incorporate graphic elements such as arrows, highlighted text, and boxes.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

### Story Questions

1. *Idea:* Either you be the catcher or we can't play the game
2. *Ideas:* He had a powerful arm; he saw every flaw in the hitters; he remembered every pitch
3. *Ideas:* Several years; because it's not related to English; because it uses a different alphabet; because it's pronounced differently
4. *Ideas:* He was curious about the world; he was already planning on becoming a spy; he just wanted to be a tourist
5. *Ideas:* He was smart; he could speak several languages; he was good at gathering information; he was creative
6. *Idea:* To destroy the Germans' uranium
7. *Ideas:* Yes, because he was working on a top-secret project; yes, because Germans had very little freedom to do what they wanted; yes, because Switzerland was filled with spies; no, because he wanted to see other scientists
8. *Idea:* Heisenberg said that Germany would lose the war, which meant that they were having trouble building the bomb
9. *Ideas:* student preference

### Sequencing

1. Berg caught his first major league baseball game.
2. Berg took movies of Japan.
3. Berg became a spy.
4. Berg found out where Germany was making the atom bomb.
5. Berg found out why Germany would lose the war.

### Word Meaning

1. without mistakes
2. building for planes
3. signed up for the army
4. weapons
5. person who knows many languages

### Sentence Meaning

1. far away from each other
2. private citizens fighting the Germans
3. refreshed his memory of the Norwegian language
4. he was well protected by soldiers

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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# Story 30: Horsemen, Heroes and Heels

## Summary for the Teacher

“Horsemen, Heroes and Heels” tells the story of Britain’s involvement in the Crimean War. The British commanders included several lords, such as the Earl of Cardigan, who were ill-qualified and indifferent to the needs of their men. Poor planning and communication resulted in heavy British losses, particularly in the disastrous charge of the Light Brigade. The British instituted military reforms after the war.

### STEP 1

#### Building Background Knowledge

Distribute the story and have students look at the picture on the front page. Explain that the story tells about the Victorian Age. Ask students what they know about the Victorian Age and then lead them in a general discussion of the topic. Try to cover the following points:

- The Victorian Age is named after Queen Victoria, who was the British queen for most of the 1800’s.
- During the Victorian age, lords and ladies still had great power in Britain. They had titles that showed where they were from, such as the “Duchess of York” and the “Earl of Cardigan.”
- Lords could buy their own military commissions. In other words, a lord could pay to become an important officer in the army.
- Many lords and ladies thought they were better than ordinary people. They could be very cruel and indifferent to the needs of others.

#### Setting a Purpose

Have students look at the title and the headnote above the title. Explain that the title and the headnote help provide a purpose for reading the story. Have a student read the title and the headnote aloud. Then ask the students how a misadventure could contain a seed of goodness. Write their ideas on the board.

Have students formulate a purpose for reading the story, such as: *Find out what seed of goodness the misadventure contained.* Write the purpose on the board for future reference.

## Listening to the Story

Remind students of their purpose for reading the story. Then play the tape or read the story aloud as students read along silently. After the reading is completed, lead students in a general discussion related to their purpose. You can use the following questions to guide the discussion:

- What is a misadventure?
- Do you think the Crimean War was a misadventure? Why or why not?
- What good things came out of the Crimean War?
- Do you think you’ll ever have to go to war? Why or why not?

After the discussion, tell students that they will get a chance to read the story in the next part of the lesson.

### STEP 2

#### Reading Difficult Words

Write the following words on the board, omitting the material in parentheses, and explain that they appear in the story:

commissions	bugler
expeditionary	cavalry
formation	cholera
inspections	dismal
sanitation	fabled
stationed	inexperienced
brigade	patriotism
cannonade	peninsula
caricature	rampant
discipline	sabers
privilege	

Balaclava (bál ah CLAH vah)  
Crimea (cry ME ah)  
Sardinia (sar DIN ee ah)  
Sevastopol (se VAS tah pole)

Earl of Cardigan  
Lord Lucan  
Lord Raglan  
Napoleonic Wars  
Waterloo

Read each word aloud and have students discuss the meanings of the words they already know, if any. Explain the meanings of the other words. Then have students read the words aloud. Finally, play the tape again or read the story aloud as the students read along silently. Have students pay attention to the pronunciation of the difficult words.

### Getting Meaning from Context

Explain that one way to figure out a word's meaning is to use context. Write the following sentences on the board and underline the word **ambiguous**. Then read the sentences aloud.

- The instructions for the game were ambiguous. They could be interpreted in many ways.

Point out that if the instructions could be interpreted in many ways, they must have been unclear. Therefore, **ambiguous** probably means "unclear." Have students think of another sentence that uses the word **ambiguous**.

Read the following sentences aloud or write them on the board:

- The soldiers surrounded their tent with fortifications made of logs and wire. They needed to protect themselves from attackers.

Work with students to figure out the meaning of the underlined word by using context clues. Then have a student explain how to get the answer. (*Idea: If they needed to protect themselves from attackers, they must have surrounded their tent with barriers; therefore, "fortifications" probably means "barriers."*) Have students think of another sentence that uses the word **fortifications**.

Repeat the procedure in the preceding paragraph for the following sentences:

- Plants in the desert were non-existent. There weren't any. (*Idea: didn't exist*)
- Because the gardener was sick, the flowers were unattended. They began to wilt and die. (*Idea: uncared for*)
- The rich family had their own yacht. They kept it in a large dock. (*Idea: boat*)

Remind students that they can often use context to figure out word meanings when they read.

### Reading the Story Aloud

Have students take turns reading the story aloud. Correct decoding errors. If necessary, model proper oral reading techniques. Ask the following questions after students complete the first page:

- What do you think of Lord Cardigan? Why? (*Ideas: He's like a little boy, because he plays with his soldiers; he wants to be important, because he bought his own army to boss around.*)
- How do you think Lord Cardigan felt about the soldiers he commanded? (*Ideas: He felt they were toys to be played with; he forgot they were human; he liked them because they did what he asked.*)
- How did Cardigan get his military commission? (*Idea: He bought it.*)
- How do officers in the modern army get their commissions? (*Idea: They earn their titles based on their performance.*)
- What words can be used to describe the officers who led the British army? (*Ideas: inexperienced; over-aged; poorly organized; arrogant*)

Ask the following questions after students complete the story:

- How do you think the British soldiers in Crimea felt about their officers? Why? (*Ideas: They envied the officers because the officers had good food and housing; they respected the officers because they followed their orders; they hated the officers because the officers made them suffer.*)
- Why did Lord Lucan have difficulty following Lord Raglan's order? (*Idea: The order was ambiguous.*)
- Do you think it was wise of the cavalry to keep advancing despite their losses? Why or why not? (*Ideas: No, because they should have turned back after so many of them were killed; yes, because they had to follow orders.*)
- The poem says **Theirs not to reason why**. Who does the word **theirs** refer to? (*Idea: The men in the cavalry.*)
- What do you think **Theirs not to reason why** means? (*Idea: It's not their job to ask for reasons.*)

Encourage discussion of any story-related topics that interest the students.



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## STEP 3

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### Presenting the Story Card Activities

Use the following procedures to present the Story Card activities. Tell students that they will write the answers later, either on the Answer Sheet or on their own paper.

#### Story Questions

Read the instructions aloud. Then have a student read item 1 and give the answer (*Idea: He bought an army so that he could play with it.*) Repeat this procedure with other items, if necessary. Remind students that they will answer all the questions in their own words.

#### Sequencing

Read the instructions aloud and have students read the events silently. Then ask a student which event occurred first in the story (*Britain declares war on Russia*). Ask another student which event occurred next (*Lord Raglan issues an ambiguous order*). Repeat this procedure with other events, if necessary. Explain to students that they will write the first event after number 1, the second event after number 2, and so forth.

#### Word Meaning

Read the instructions aloud. Then have a student read item 1 and explain how to use context to figure out the meaning of the underlined word. (*Idea: If the men had nowhere to live, there must not have been any living quarters; therefore, "were non-existent" probably means "didn't exist."*) Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

#### Sentence Meaning

Read the instructions aloud. Then have a student read item 1. Explain that one of the choices gives the second sentence the same meaning as the first sentence. Point out that the first sentence says that the misadventure contained one seed of goodness. Ask students what the phrase **one seed of goodness** means in that sentence (*Idea: one good result*). Then ask students to name the correct choice for item 1 (*it produced one good result*). Repeat this procedure with other items, if necessary. Remind students that they will write the correct choice for each item.

## Completing the Story Card Activities

Explain to students that they will complete the Writing section later. Then have students read the story silently and complete the Story Card activities independently. Tell students that they can read the Interesting Facts section after they finish the other activities.

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## STEP 4

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### Completing the Writing Activity

Use the following procedure to present the writing activity:

**Note:** You will need to find a few poems to read to the students in the Prewriting phase, preferably poems you know well and can discuss with the students. The poems can be of any type.

#### Prewriting

Read the instructions aloud. Then read the poems you have brought in and lead students in a general discussion of their meaning and technique. Point out the devices that the poems use, such as meter, rhyme, and figurative language. Write important points on the board.

#### Writing

Have students complete the writing activity individually. Students can write about an event they have already witnessed or an event they are planning to witness. Encourage students to list many details and to use the lists when writing the poem. Students can also read other poems to get ideas.

#### Publishing

Have students make final copies of their poems. Then have each student read his or her poem aloud to the class. Finally, have students gather all the poems into a class poetry anthology.

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## STEP 5

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### Answer Key

Have students take turns reading the items and their answers aloud. Encourage discussion whenever appropriate.

### Story Questions

1. *Idea:* He bought an army so that he could play with it
2. *Idea:* They paid to become important army officers
3. Russia
4. *Ideas:* Many soldiers and horses died from poor conditions; it took six weeks instead of two; food and supplies ran out
5. *Ideas:* Soldiers had no living quarters, little food and clothing, and many diseases; lords had tents and yachts, good food, and good health
6. *Ideas:* They had to follow orders; they didn't know what else to do
7. *Idea:* They were killed
8. *Idea:* It wasn't the horsemen's job to ask for reasons why/they just had to do their job no matter what
9. *Ideas:* Officers had to earn their commissions; hospitals were set up near battlefields; officers had to take care of their men; more thought was given to soldiers and their conditions

### Sequencing

1. Britain declares war on Russia.
2. Lord Raglan issues an ambiguous order.
3. Lord Lucan orders the troops to attack the Russian guns.
4. Lord Cardigan leads the cavalry through heavy fire.
5. The British are driven back by the Russians.

### Word Meaning

1. didn't exist
2. uncared for
3. boat
4. unclear
5. barriers

### Sentence Meaning

1. it produced one good result
2. is shaped like a shoe
3. had severe problems from the beginning
4. begin firing

### Interesting Facts

Have students discuss the listed facts and any other facts related to the story.

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### NOTES

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*In sports, as in war,  
we go off to battle  
expecting to find  
an enemy.  
Suppose instead,  
we found a friend.  
Such is our story.*

## **The Final Chapter Showdown In Berlin**

*by Paul Schneller*



It was the summer of '36. Berlin was alive with excitement. The Olympic Games were scheduled to begin in August. Athletes from 56 countries were arriving daily.

Dictator Adolf Hitler had built a huge stadium. It was designed to hold over 100,000 people. He hoped to use the Olympics for propaganda. His team was expected to win the Games and prove his theories of a master race.

The American team of 382 athletes assembled in New York. Ten members of the team were blacks. One would return a hero.

Jesse Owens was a quiet, soft-spoken young man from Ohio. During the recent Big Ten finals he had established five new world records in just 45 minutes of competition. His performance earned him the title, "the world's fastest human." News of his track achievements reached Europe ahead of him. Because of Hitler's prejudice, however, many false stories about Jesse and his "inferior race" were planted in German newspapers. The stories

were intended to discredit Owens and other members of the American track team.

Despite all this controversy, the Olympic torch was lit on August 1 and Hitler announced the opening of the 11th modern Olympiad.

The qualifying events came first. Most athletes would try to qualify in just one event, their specialty. Owens would attempt to qualify in four.

Even though he was considered one of the best athletes in the world, Jesse was nervous about the day's events. Hitler had said that blacks and Jews were inferior people. Stories in the newspapers and gossip in the streets made fun of America's "black auxiliaries."

The announcer called the start of the broad jump trials. Lutz Long, the German star, appeared first. He was a perfect example of what Hitler meant by "master race." Lutz was tall and muscular with blonde hair. He even had blue eyes. His jumping distance was a secret.

Long took his position on the starting line. Jesse watched intently. So did Hitler and over

100,000 people. Even those not present in the stadium could see the event, thanks to a new invention called television. Hitler had 18 TV viewing centers set up around Berlin. It was the first time any event was broadcast publicly on television.

Lutz took off his warm-up suit and stood for a minute concentrating. Then, in a sudden burst of energy, he raced down the runway. His takeoff was perfect. So was his jump. When he landed he set a new Olympic record. The secret was out. Jesse was up against a superstar. It would be a real showdown.

A few more jumpers qualified and then it was Jesse's turn. All eyes were on this famous American. As he walked to his position, Hitler's words kept turning over in his mind. The talk and gossip made him mad. "Wait until I jump," he thought, "I'll show Hitler what an inferior person can do!"

The longer Jesse waited, the more upset he became. When his name was called, he didn't even take off his warm-up suit. He just paused for a moment, then took off down the runway. He made a beautiful run and jump, but when he went airborne he heard the dreaded word, "FOUL!" The judges didn't even measure his jump. In his haste and anger, Jesse had taken off six inches beyond the takeoff board.

Lutz Long watched in stony silence. The crowd was astonished. Hitler pretended not to be interested.

Other athletes took their turns. Then Owens' name was called for his second try. Jesse was determined to play it cool this time. "After all," he thought, "I only have to jump 24 feet to qualify."

"Whenever you're ready, Mr. Owens," the judge exclaimed.

For this attempt Jesse took off his warm-up suit and tried to concentrate. He was still angry, but outwardly he appeared to be under control. He ran more slowly this time and took off about 5 or 6 inches before the takeoff board. He didn't foul but when he landed he was short of the qualifying distance. Jesse had failed again. He had only one more chance. If he did not qualify then, he would be eliminated. The stadium buzzed with excitement. Even Hitler began to show interest.

Dejectedly, Jesse sat down to wait his final turn. His legs were trembling and he was having trouble breathing. Fear replaced confidence, and it was showing.

Now a surprising thing happened. Lutz Long, the German star, walked over to Jesse.

"Hello, Jesse! I'm Lutz Long. I've been watching you. You're a better jumper than that. I know what you must be going through: all those stories; all that talk. The same thing happened to me last year. You know, you're like me, Jesse. You go all out. But now you're afraid you might foul again so you're holding back."

"I know," said Jesse, "I know."

"I have a little trick," continued Lutz. "Fold a towel and put it on the ground near the takeoff board. Place it about six inches in front of the marker. Then you can go all out without fear of fouling. Try it, Jesse, I promise it will work."

Jesse and Lutz continued talking as Hitler glared at the two of them. His suspicious mind was working overtime.

Finally Jesse's name was called. He took his towel and placed it where Lutz suggested. Lutz gave a smile of approval and gestured "good luck!"

The judge said, "Ready when you are, Mr. Owens."

Jesse paused for a moment and put his head down to concentrate. Now instead of Hitler's words of hate, Jesse thought of what Lutz had said: "You can do it, Jesse, I know you can."

The crowd was silent as Jesse slowly raised his head. Suddenly he burst down the pathway, running as he had never run before. Up ahead his towel was acting like an airport landing light. Today, however, it was a takeoff signal.

Jesse approached the takeoff board at top speed. Out of the corner of his eye he saw the towel and exploded into the air. He seemed to fly. He knew it was a good flight because he didn't hear "FOUL."

When he landed the stadium was filled with cheering and applause. His jump measured over 26 feet. It was an Olympic record. Lutz came running over to his new friend. "You did it, Jesse, you did it!" Lutz took Jesse's arm and lifted it into the air, shouting "Jesse Owens! Jesse Owens!" Then the crowd picked up the chant and over 100,000 voices thundered out: "Jesse Owens! Jesse Owens! Jesse Owens!" Lutz and Jesse turned to look for Hitler. Der Führer's box was empty.

Now . . . the final chapter.

Jesse and Lutz were as different as night and day but together they reached the finals. Jesse took first; Lutz took second. It was the first time in Olympic history that a black won a gold medal.

In the days that followed, Jesse and Lutz became constant companions. Jesse went on to win the 100-meter, 200-meter, and 400-meter races. With him through it all was Lutz Long with his smiling face and cheering voice. Of the nearly 4,000 athletes who competed in the Games, only Jesse took more than one gold medal; he won four.

Hitler had hoped the Olympic Games would demonstrate the superiority of his master race. And indeed, the German team did win the "unofficial" team title, the only time this ever happened. Had Jesse not put on his amazing one-man show, Hitler would have achieved a propaganda sweep and his country would have seemed invincible. But Hitler's dream of a master race was shattered by a young, black American with, of course, a little help from his friend.

## Story Questions

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Write the answers to the following questions.

1. The story says that Hitler had a theory about a “master race.” What do you think his theory was?
2. According to Hitler, how could the Olympics prove his theory?
3. Why was Lutz Long a perfect example of Hitler’s “master race”?
4. Before his first jump, Jesse was upset. Why?
5. Why did Jesse have to make a third jump?
6. Why was it so surprising when Lutz Long started talking to Jesse?
7. Why do you think Lutz tried to help Jesse?
8. Jesse won four gold medals. How did that compare to the other athletes?
9. What effect did Jesse have on Hitler’s theory of the “master race”? Why?

## Sequencing

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Write the following story events in the correct order.

- Jesse won four gold medals.
- Lutz gave Jesse some advice.
- Jesse failed on two jumps.
- Hitler planned to use the Olympics for propaganda.
- Hitler’s plans made Jesse mad.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. The American team of 382 athletes assembled in New York. They arrived from all over the country.
  - became famous
  - got together
  - played sports
2. Hitler said that blacks and Jews were inferior people. He thought that Germans were smarter and stronger.
  - innocent
  - low-income
  - low-quality
3. Jesse was still angry, but outwardly he appeared to be under control. He seemed to be calm.
  - in an angry way
  - on the outside
  - to himself
4. Dejectedly, Jesse sat down to wait his turn. He was losing confidence, and it was showing.
  - Afterwards
  - In a sad way
  - With aching muscles
5. Hitler wanted to make his country seem invincible. But his dreams were shattered by Jesse’s victories.
  - friendly
  - powerful
  - unbeatable



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Hitler's words kept turning over in Jesse's mind.  
Jesse \_\_\_\_\_ Hitler's words.
  - ignored
  - kept thinking about
  - turned against
2. Lutz Long watched Jesse in stony silence.  
Lutz Long was \_\_\_\_\_ as he watched Jesse.
  - almost silent
  - hard-hearted
  - like a stone
3. The stadium buzzed with excitement.  
People in the stadium \_\_\_\_\_.
  - talked in an excited way
  - were stung by bees
  - were too excited to speak
4. Up ahead his towel was acting like an airport landing light.  
Up ahead his towel was \_\_\_\_\_.
  - burning with a bright flame
  - flapping in the wind
  - giving him a target

## Writing

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The 1936 Olympics were the first Olympics to be broadcast on television.

Pretend you are a television sports announcer at the 1936 Olympics. Describe what happens in the long jump trials, beginning with Lutz's jump and ending with Jesse's final jump. Try to get a picture of the scene in your mind and describe what you see in words. Remember that you're talking to an audience of television viewers. Write the description the way an announcer would say it.

### Interesting Facts

- In a track meet in 1935, Jesse put on one of the greatest one-person track shows in history. In the space of just 45 minutes, he tied the world record in the 100-yard dash and set new world records in the broad jump, the 220-yard dash, and the 220-yard low hurdles.
- After their famous showdown in Berlin, Jesse and Lutz became good friends. They exchanged letters every few weeks.
- When the Second World War began, Lutz was drafted by Hitler and sent to fight in North Africa. He wrote Jesse, "I am here, Jesse, where it seems there is only dry sand and wet blood. My heart tells me, if I be honest with you, that this is the last letter I shall write . . . Your brother Lutz." Two days later Lutz was killed in battle.





*Everybody knows that music was made to be heard — well, almost everybody. In this story, we meet a man who thinks music should be seen.*

## The Final Chapter The Concert

by Paul Schneller

It was the summer of '53. Antoine Jullien had just arrived from London. He was walking down Broadway humming a tune. His first concert in New York would be presented soon. Jullien thought it might be a good idea to survey the scene. "Always need to know what the competition is doing," he muttered to himself as he strolled along.

Indeed, the competition in '53 was less than spectacular. He saw nothing that changed his opinion about his own genius. "My concert will be different," he thought. "It will stand New York on its ear."

Most concerts of the day were very formal. The audience sat in seats and the musicians in chairs. A conductor directed the band while vocalists and instrumentalists took turns doing solos. The band usually dressed in suits of uniform color and design.

No one thought of doing anything that would distract attention from the music. Antoine Jullien was about to change all that.

What Jullien had in mind was a special type of concert. It would be alive with excitement. The band would be animated. The music would feature special effects. But most of all, it would introduce to the world of music the "cult of personality."

Antoine worked for months putting his show together. By August he was ready. Huge newspaper ads were used to call attention to his concert. He dressed his band members in scarlet and black and had them walk around New York attracting attention. Even his tickets were printed in scarlet and black.

The night of the concert arrived. Most of the audience came to the theater early. They were anxious to see something new. The program they read looked innocent enough. It featured: a traditional song; solo numbers; a popular theme song of the day, featuring special effects; and then the grand finale. It was titled simply Night. What wasn't printed might have frightened the audience away.

Promptly at 8 o'clock, the theater lights dimmed. The audience grew still. Then applause broke out as maestro Jullien appeared on the stage.

Jullien was dressed like a dandy in scarlet and black. His coat was open, revealing a dazzling

white, embroidered shirt set off with a glaring ascot tie. His long raven locks contrasted sharply with his trim, black moustache. His white gloves held a shimmering baton covered with sparkling jewels.

The applause continued until Jullien reached his crimson and gold conductor's stand. An arm chair, decorated in white and gold and looking like a throne, was placed next to it.

Lifting his baton, Antoine suddenly faced the audience and began the concert. He wasn't even looking at his band. It seemed as if he were playing the audience. Everyone began to suspect they were in for an unusual evening.

The program opened with a familiar song. But as the music played, Jullien began moving about the stage. He started to use his body to keep time to the music. He would swing and sway, then rock and roll. Back and forth he went with the beat of the music, as he grimaced with delight or surprise; sadness or pain. Then, for no apparent reason, he would grab a musician's instrument and run across the stage with it, or pull a piccolo from his pocket and play a few notes.

His unusual antics delighted the crowd. People kept saying, "Wow! This is strange! What will he do next?" Antoine ended the number by smashing a violin over the head of one of the musicians.

These musicians were different, too. Instead of just sitting and playing the music, they became part of the show. During certain numbers they would stand up. Sometimes they would sing along with the music.

For another number, Jullien hid some of his musicians around the theater. On cue they would suddenly pop through a window or appear walking down an aisle, blowing their horns or beating the drums.

Finally it was time for the grand finale. This was designed to stop the show and bring down the house.

Antoine tapped his baton and a dignified gentleman appeared on stage. "Ladies and gentlemen! The final selection of the evening. It is a composition titled *Night*. During the performance, special effects will be used to help recreate the feeling of night. Do not be alarmed."

As usual, Antoine turned and faced the audience. He raised his baton (which up to now had been used for everything except keeping time), and began.

Like an approaching sunset, the house lights dimmed. They signaled the coming of evening. A strange darkness came over the theater as the orchestra began creating the feelings of night. The audience could imagine a town going to sleep. The sounds of evening could be heard outside the theater. Night had descended.

Suddenly the clanging sound of fire bells broke the spell. In the theater the music picked up. The fire bells got closer and more clamorous. The music got faster and louder. Then flames broke out in the theater. Windows were smashed and doors axed as firemen burst into the theater dragging fire hoses. The tempo of the band increased as Jullien raced back and forth conducting his ghostly inferno.

Women fainted and men raced out of the building yelling, "Fire! Fire!" But the band played on at a furious pace.

To add to the confusion, ushers ran up and down the aisles shouting, "It's part of the show! It's part of the show! Remain in your seats."

Few could believe such words; fewer still were willing to stay in their seats. Then the fire hoses were turned on. Gushes of water mixed with the flames, filling the theater with clouds of smoke.

In an attempt to restore order, Jullien signaled for the end of *Night* and broke into a doxology. Those in the audience who had not fainted or run away stood up to sing, "Praise God from whom all blessings flow . . ."

Jullien, leader of the evening's madness and pleased as punch, proudly walked over to his throne and collapsed. The concert was over. What a night! What a beginning!

Now . . . the final chapter.

The world had never seen such a display before. Jullien's new animated, visual approach to music was mind-shattering. It triggered the imagination of young and old alike. His name became a household word. He became an overnight celebrity.

Music critics were divided over his work. Some said he was more a showman than a musician. That his music was made to be *seen*, not heard. Others thought it was great entertainment. It would allow for more forms of creative expression. Even marginal musicians could become entertainers.

When his American tour of 213 concerts ended, Jullien returned to London where a series of personal disasters befell him. A London theater, which contained all his clever musical scores, burned to the ground. An opera he wrote failed, leaving him penniless. To avoid his creditors he escaped to Paris, where he was caught and imprisoned for debt. Finally, his spirit broken, he was released from prison and placed in an insane asylum where he died in '60. He was 48 years old.

Today's world has forgotten Louis Antoine Jullien. Hardly anyone remembers who he was. But the next time you go to a concert, look very carefully. You may detect his hand directing the music, the actions, and the special electronic effects, designed to create excitement. For though Jullien presented his concert over 100 years ago, in 1853, his magic baton is with us still.

## Story Questions

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Write the answers to the following questions.

1. What was the main difference between Jullien's concert and other concerts of his time?
2. How did Jullien call attention to his concert?
3. Why do you think Jullien chose scarlet and black as his colors?
4. The story says that Jullien dressed like a dandy. What do you think a dandy is?
5. What did Jullien do with his body once the music started?
6. Why do you think Jullien acted in that way?
7. What feeling did Jullien hope to create with his last piece?
8. Why did most of the audience rush out of the theater?
9. What influence did Jullien have on modern concerts?

## Sequencing

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Write the following story events in the correct order.

- Jullien began the finale.
- Jullien wrote huge newspaper ads.
- Jullien began conducting the audience.
- Jullien led the audience in a type of prayer.
- Firemen burst into the theater.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. The band dressed in suits of uniform color and design. It was hard to tell them apart.  
• bright                                      • loud                                      • the same
2. The band was animated. Instead of sitting in their chairs, they jumped around and had a good time.  
• lively                                      • on television                                      • out of tune
3. The concert featured traditional songs and instrumental pieces. It concluded with a rousing finale.  
• applause                                      • exam                                      • last piece of music
4. The fire bells got closer and more clamorous. People put their hands over their ears.  
• brighter                                      • hotter                                      • louder
5. In an attempt to restore order, Jullien broke into a doxology. He said, "Praise God from whom all blessings flow."  
• fire alarm                                      • type of prayer                                      • wild laugh



## Sentence Meaning

---

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Jullien walked down Broadway and surveyed the scene.  
Jullien walked down Broadway and \_\_\_\_\_.
  - looked around
  - measured distances
  - wrote a new scene
2. Jullien wanted to stand New York on its ear.  
Jullien wanted to \_\_\_\_\_.
  - shock and amaze the people of New York
  - stand on the ears of New York
  - tear down buildings in New York
3. The finale was designed to bring down the house.  
The finale was designed to \_\_\_\_\_.
  - destroy the theater
  - end the show
  - make people applaud
4. Jullien's name became a household word.  
Jullien's name became \_\_\_\_\_.
  - a rarely used word
  - a word used to describe houses
  - famous

## Writing

---

The music critics were divided over Jullien's work. Some loved it, and others thought it was worthless.

Write a review of a concert, a movie, a play, a television show, or some other event. Before witnessing the event, prepare a list of questions, such as:

1. What strong points does the event have?
2. What weaknesses does the event have?
3. How do I feel about the event and why?

Feel free to add questions to the list. As you witness the event, try to answer the questions. Then use your answers as a guide to writing your review.

### Interesting Facts

- After attending Jullien's concert, one critic wrote, "I have been to Jullien's concert, and whiz-bang-boom-tweedle-deedle-br-r-tw-e-e-e-boom-crash generally! That's how my head has been ever since! Such a combination of sounds! Such sweet confusion, . . . such a scraping and a blowing-up time as they had up there on the platform, I never saw before, and I never expect to see again!"
- Jullien was brought to America by P.T. Barnum (see level X, story 3). Jullien conducted 214 concerts in America for which he was paid \$15,000 a month.
- The fire scene in Jullien's concert was staged. Jullien had a series of wooden props constructed and placed around the theater. On signal, they were torched, creating a controlled fire.



*Sometimes poverty and struggle can be the roots of desire. Success in one field can lead to fame in another. Such is our story.*

## The Final Chapter **Made To Be Imitated** *by Paul Schneller*

He was born into poverty on April 9, 1879 in Philadelphia. His given name was William Claude Dukinfield. It was a name he hated. Nothing in his childhood gave him cause to like it.

Claude's father was an English peddler. Mr. Dukinfield owned a pushcart from which he sold fruit and vegetables. As soon as Claude could hold a bag, he was put to work on the cart.

Mr. Dukinfield's idea of on-the-job training consisted mostly of beating the boy. When his father started using a shovel instead of a stick, Claude ran away. He was nine at the time. He would have been in third grade in the fall.

Life on the road was tough. Whitey, as he now liked to call himself, lived in empty barns and buildings, railroad boxcars and jails. He slept in alleys and fought in streets. He never saw a bed until he was sixteen. Exposure to the weather changed his voice and gave it an unusual raspy sound. Fighting in the streets changed his nose and made it larger than necessary.

Whitey supported himself with odd jobs. He delivered papers and worked on ice wagons. He shoveled snow for 20 cents an hour, and he stole. Stealing helped him survive and made him suspicious. When he stopped stealing, he remained suspicious.

One day he escaped the cold by sneaking into a vaudeville theater. The Burns Brothers were doing a juggling routine. The flying balls and flashing dumbbells fascinated Whitey. The excitement in the theater thrilled the boy. He made up his mind to be a juggler. Not just any juggler, but the world's greatest.

He practiced every day. Some days he practiced for 16 hours until he collapsed with exhaustion. Anything was better than poverty.

On his 14th birthday he got his first real job. It was in an amusement park in Norristown. He made \$3.50 a week. The money and the audiences encouraged him. He got better every day. Soon he was good enough to move on. He went to Atlantic City and the famous Boardwalk.

Atlantic City was the amusement capital of the East. Thousands of people flocked there every day. Most of them came from Philadelphia and New York. The Boardwalk was a great place to work. It guaranteed a young performer a new audience every two hours.

Whitey worked in a concession area that featured food and a pinball arcade. When business was slow he would walk out on the pier and accidentally fall in the ocean. He would splash and yell, "Help! Help! I'm drowning! Somebody save me! Help!" Whitey would keep drowning until he attracted a large crowd. Finally, a person watching

or one of his show business friends would jump in the water and save him. The crowd would stand around and watch Whitey slowly come back to life.

Then a Boardwalk barker would take over. He would work the assembled crowd and try to lure people into the amusement parlor to eat, or play the pinball machines. Some days Whitey would have to drown two or three times.

At the age of 19 Whitey made his big jump. He went from the Boardwalk to Broadway. It was a distance of only 100 miles but it took him ten years to make it.

He arrived in New York as the Tramp Juggler. His costume was cheap and easy to make. It consisted of a few odds and ends and a painted nose. His new image helped him earn \$125.00 a week and a clean hotel room. From then on, he would sleep in a clean bed every night. Claude Dukinfield was on Broadway. He was on top of the world.

His juggling routine was fabulous. One writer reported "a trick of juggling twenty-five cigar boxes, end on end, with a little rubber ball on top. First the ball was dropped and caught in his other hand; then each box followed in succession, the top one falling with machine-like precision without disturbing the boxes beneath it. It was a wow!"

There was no doubt anymore. Whitey was the best juggler in the world. To prove it, he would take his show around the world.

To enhance his act and communicate with his audience, he learned to gesture and pantomime. He moved his head and arms, feet and face, as carefully as he juggled. Each move was perfectly timed to express a feeling or tell a joke. He played Africa and Australia; India and Europe. In England he met the King and Queen. Wherever he went, he was called the World's Greatest Juggler.

Back in America, Whitey began to change his act again. One night his female assistant accidentally knocked down some stage scenery. It was a painted backdrop of a row of houses. As soon as it happened, Whitey turned to the audience and said "They sure don't make houses like they used to." Every night after that, the accident stayed in the show along with the joke. Whitey was talking more and juggling less.

To make sure his audience could hear his lines, he developed an unusual way of speaking. He would raise his voice and send it out in a deliberate monotone style. He tried to reach the people sitting in the last row. His sing-song style was catchy. People would often leave the theater talking like him.

Whitey was now earning over \$5,000 a week and was the toast of Broadway. But the real height of his career still lay ahead.

In 1925 Whitey went west to Hollywood. He met Mack Sennett, father of the Keystone Cops. Together they made seven clever, silent movies. But Charlie Chaplin, the "Little Tramp," was King of the Silents. So Whitey began to change his act again. By the time he was ready in 1927, the movies had discovered sound.

His Hollywood career was based on his new look and clever lines. He created his look by wearing special hats, carrying a cane, and walking and dressing with a false dignity. He still had his nose, but now he didn't have to paint it.

The scripts he wrote were different too. The bad people often came out ahead. It seemed as if he were trying to get even with society for his miserable childhood. He wrote his movie scripts on the backs of envelopes and charged \$25,000 for each script. He used a different pen name for every movie. He was Mahatma Kane Jeeves when he wrote "The Bank Dick," and Otis Cribblecoblis when he wrote "Never Give A Sucker An Even Break."

Converting the script to a movie was easy. Whitey simply played himself and acted out the lines he wrote. His voice, his gestures, his delivery all came together to create a new Hollywood star. He finally reached the top. But not as a juggler. Instead, he made it as one of the world's greatest comedians.

Now . . . the final chapter.

Whitey never juggled again. The skill that helped him reach the top was put aside. But he kept the gestures from his vaudeville days. They helped him communicate. Unlike Charlie Chaplin, whose pantomime act went out of style, Whitey's routines remain modern. They are as popular and clever today as when he first introduced them back in 1900.

His raspy voice and distorted nose, acquired in his unhappy youth, were now his trademarks. His speaking style, developed in old theaters before the invention of microphones, is recognized throughout the world. His nasal tone and deliberate speech, often ending with a sustained last syllable, are contagious. Once heard, they are easily imitated.

If "imitation is the sincerest form of flattery," then William Claude Dukinfield is one of the world's most flattered persons. Perhaps you have already guessed his show business name as W. C. Fields — the man who was made to be imitated.

## Story Questions

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Write the answers to the following questions.

1. Why did Whitey run away from his father?
2. What effect did Whitey's hard life have on his body?
3. Why do you think Whitey decided to be a juggler?
4. Explain how Whitey would attract customers to the pinball arcade.
5. Why did Whitey have such success on Broadway?
6. What improvements did Whitey make in his juggling act over the years?
7. What skills did Whitey have that helped him become a Hollywood star?
8. One of Whitey's movies was called "Never Give a Sucker an Even Break." What do you think that title means?
9. How do you think Whitey came up with the name W.C. Fields?

## Sequencing

---

Write the following story events in the correct order.

- Whitey decided to become a juggler.
- Whitey worked at a pinball arcade.
- Whitey began telling jokes during his act.
- Whitey began working on Broadway.
- Whitey began making films in Hollywood.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. Whitey's juggling routine was fabulous. He performed it several times a day.
  - act
  - history
  - skill
2. Whitey practiced for sixteen hours until he collapsed with exhaustion. He awoke early the next morning.
  - bad air
  - pain
  - tiredness
3. Whitey stacked twenty-five boxes end on end. He carefully knocked them over in succession until he reached the bottom of the stack.
  - all at once
  - in order
  - without success
4. To enhance his juggling act, Whitey learned new skills. They made his act more interesting.
  - applaud
  - improve
  - speed up
5. Converting the script into a movie was easy. Whitey simply played himself and acted out his lines.
  - changing
  - watching
  - writing



## Sentence Meaning

---

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Nothing gave Whitey cause to like his real name.  
Whitey \_\_\_\_\_ his real name.
  - had no reason to like
  - liked nothing better than
  - never used
2. Whitey was the toast of Broadway.  
Whitey was \_\_\_\_\_.
  - a typical Broadway performer
  - the best baker on Broadway
  - the most honored person on Broadway
3. Whitey used a different pen name for every script he wrote.  
For every script he wrote, Whitey used \_\_\_\_\_.
  - a different brand of pen
  - a different phony name
  - his legal name
4. Whitey's raspy voice and large nose were his trademarks.  
Whitey \_\_\_\_\_ his raspy voice and large nose.
  - hated
  - traded with
  - was famous for

## Writing

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Whitey wrote the scripts for his own movies.

Write a script for a movie scene. The movie can be a comedy, a drama, an adventure story, or anything you want. Divide your paper into two columns. In the left column, write the lines the actors will say. In the right column, describe the action. Then act out the scene with a group and videotape it if possible.

### Interesting Facts

- Fields received only two years of formal schooling and was always trying to educate himself. When he toured the country, one of his trunks contained a multi-volume encyclopedia and a dictionary.
- Fields never got over his childhood fear of poverty. When he became a star, he carried thousands of dollars in his pockets to help him feel secure. He also hid money in banks all over the world. At one time he had over 700 bank accounts and safety deposit boxes.
- Fields became the world's greatest juggler by engaging in grueling hours of practice. In the evenings after his vaudeville act was over, he would have dinner and then practice new routines in his hotel room late into the night.



*When you're at the bottom looking up, the top of the mountain can appear far away. In this story, however, a young girl discovers an amazing power and uses it to carry her to the top.*

## The Final Chapter It Pays To Advertise

by Paul Schneller

Barbara Gardner was born in 1932. It was at the height of the great depression. Her mother was an unwed teenager. Their home was a one-room shack in Black Mountain, North Carolina. It had no running water, no electricity, no father.

When Barbara was still a baby, her mother moved to Washington. Her mother needed to find a job. Barbara remained behind. She was boarded out with different families in town. One day her grandmother, Coralee Baxter, found out about baby Barbara and decided to raise the child as her own.

Coralee Baxter was a proud and dignified woman. She worked as a cook and maid, earning about \$2.00 a day. Often Mrs. Baxter would take young Barbara along to help. Barbara would earn a quarter for helping.

People couldn't help noticing this unusual cleaning team. Folks would say, "That child is sure cute." But Coralee would answer, "Oh no, she's not. Not cute — but right smart. She's right smart."

True is true. Barbara was not a pretty child. She was almost ugly. She even called herself "the bad-news kid." But Grandma would say, "Accept what is and learn to deal with it, and someday you'll amount to something!"

When skinny Barbara went to school, she took her bad looks and poverty with her. But she also took along something special. It was her grandmother's pride, dignity, and respect for the truth.

In school she learned to live with her looks. She traded things. She traded looks for personality; homework for friends. Making friends was easy. She did the other kids' homework. Barbara had lots of friends. She had to study everything, including subjects she didn't like. But friends were worth it.

By the time she was in high school, Barbara had developed a strong and cheerful personality. She worked on the school paper and played in the band. She even became a cheerleader. It seemed as if her positive attitude was starting to change her looks. When Barbara started getting serious with a boy, her grandmother decided it was time to send her away to college.

Because of her good record in high school, Barbara got a scholarship to Talladega College in Alabama. When she graduated in four years, she had earned two degrees.

Fresh out of college, Barbara got a summer job at the Circle Pine Camp in Kalamazoo, Michigan. She worked as a counselor. When summer was over, she decided to return to North Carolina by way of Chicago. The decision changed her life.

Once in the big city, Barbara went on a shopping spree. She bought clothes, clothes, and more clothes. She didn't stop buying until she ran out of money. Then, broke and without a ticket home, Barbara was forced to stay in Chicago.

Once again her personality paid off. She made friends with a girl who had her own apartment. Her friend said, "You can stay here until you save enough money to go home."

Barbara got a job working from 9 to 5. At night she would lie on her bed and listen to the radio. She liked one station. It played jazz music. She liked the disk jockey who played the records. His name was Sid McCoy.

One night Barbara called the station and found out that Mr. McCoy also owned a record store. She went to the store and asked the manager for a job. She said she wanted some experience and would work for nothing. The manager thought that this was a great idea and put Barbara to work sorting and filing records. The store had over 10,000 records.

Barbara worked in the record store every night after her regular job. She worked three weeks before she met Mr. McCoy. He was pleased with her work and liked her personality. They became good friends. Barbara's knowledge of record albums impressed Mr. McCoy. He said he would try to get her a job with a record company.

Barbara's experience earned her a job with Vee-Jay Records. She started out writing program notes for the back of record albums. Now, instead of reading about recording stars she was writing about them.

As her writing improved, she began to do freelance articles for newspapers and magazines. One day an editor for *Downbeat Magazine* called and offered her a job as a jazz critic. The offer included a big raise, a new car, and an expense account.

In 1957 Barbara was sent to cover the Newport Jazz Festival. It was here that she met Carl Proctor. He was Sarah Vaughn's road manager. After five dates, they got married. The marriage lasted only two years. But it did produce a young son and a new name.

In 1962 Vee-Jay Records asked Barbara to go to Europe and help them find new talent. She was authorized to trade the rights to an American group, Frankie Valli and the Four Seasons, for those of a European one. It would be a sort of cultural exchange. In Liverpool she heard a group she really liked. She signed them to a concert tour. The Four Seasons went to England and the Beatles came to America.

Barbara was getting tired of show business, however. She wanted a change. But what could she do? She still had her writing skills. Maybe she could

use her writing skills in a new way. Instead of selling musicians, perhaps she could sell products. At the age of 31, Barbara Proctor decided to try advertising.

She got her first advertising job in 1963. Her first assignment was to write the copy for a label on a bottle of Lysol. Barbara had gone from writing about the Beatles to writing about bottles. Gone were her big salary, her big car, and her expense account. The new job was also quite a drop in status. But it was what she wanted to do.

The more she wrote, the better she got. She began winning awards. Soon she was promoted to head writer. She was one of the best advertising writers in the country. Finally, in 1970, she decided to start her own company.

Dressed in her best business suit, and looking very attractive, Barbara set out to borrow money. She went to see a banker in the Small Business Administration. She told him she needed \$100,000 to start her own company. The banker said, "Fine! Now, what do you have as collateral for this loan?"

"I'm the collateral," she replied.

"But Mrs. Proctor," he responded, "you don't understand. I mean, what do you own? What are you worth?"

"I own myself," she said, "and I'm worth at least \$100,000. Here — call other ad agencies around town and ask about me."

The banker left the room and called other advertising agencies. They all agreed that Barbara Proctor was "hot property" and worth between \$70,000 and \$110,000.

Now . . . the final chapter.

Barbara Proctor, the girl from the wrong side of the mountain, got her loan. It was the first time in history that any person got an S.B.A. loan without putting up collateral. The bank that gave her the money even had to make up a special loan form for Barbara to sign.

Her agency became a giant, a multi-million dollar business. Barbara became a millionaire. You can see her Sears, Kraft, and Gillette ads on TV and in magazines every day.

Barbara's agency is called PROCTOR and GARDNER. She used both her married and maiden names in the title. It helped create a fictitious male image. It allowed her customers to think there was a rich man standing behind this single black woman.

Today when Barbara looks out the windows of her 22-room penthouse overlooking Lake Michigan, she remembers the words of her grandmother, "No, she's not. Not cute. But right smart. And someday she's going to amount to something!"

For Barbara Gardner Proctor, someday is now.

## Story Questions

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Write the answers to the following questions.

1. Why was Barbara brought up by her grandmother?
2. Barbara's grandmother said, "Accept what is and learn to deal with it." What does that mean?
3. What did Barbara do in high school that showed her positive attitude?
4. Why was Barbara forced to stay in Chicago?
5. Barbara volunteered to work at the record store for free. Do you think that was a good idea? Why or why not?
6. Why do you think *Downbeat Magazine* offered Barbara a job as a critic?
7. What reasons did Barbara have for going into the advertising business?
8. Why was it unusual for Barbara to offer herself as collateral on her loan?
9. Explain why Barbara's agency used two names instead of just one.

## Sequencing

---

Write the following story events in the correct order.

- Barbara got a job as a jazz critic.
- Barbara moved in with her grandmother.
- Barbara volunteered to work in a record store.
- Barbara started her own company.
- Barbara got a college scholarship.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. Barbara had a positive attitude. Instead of worrying about her problems, she was active and cheerful.  
• beauty                      • charge                      • way of thinking
2. Because of her good record in high school, Barbara got a scholarship that helped her go to college. She was able to study full time.  
• briefcase                      • free car                      • money award
3. Barbara's record company asked her to find new recording stars. She was authorized to sign contracts with the new stars.  
• given permission                      • hired                      • unable
4. Barbara decided to start her own advertising agency. She wanted to write ads for a living.  
• campaign                      • company                      • school
5. People think that Barbara's ad agency is run by two people. But one of those people is fictitious and doesn't even exist.  
• fickle                      • hard-working                      • imaginary



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Barbara was born at the height of the great depression.  
Barbara was born \_\_\_\_\_.
  - during the 1930's
  - on top of a mountain
  - when people were unhappy
2. In school Barbara learned to live with her looks.  
In school Barbara learned to \_\_\_\_\_.
  - accept the way she looked
  - look good and live right
  - use her looks to get ahead
3. Barbara's new job was quite a drop in status from her old one.  
Barbara's new job \_\_\_\_\_ than her old one.
  - paid less
  - was less demanding
  - was less impressive
4. Barbara Proctor, the girl from the wrong side of the mountain, got her loan.  
Barbara Proctor, the girl \_\_\_\_\_, got her loan.
  - from far away
  - who had been born into poverty
  - who lived on the side of a mountain

## Writing

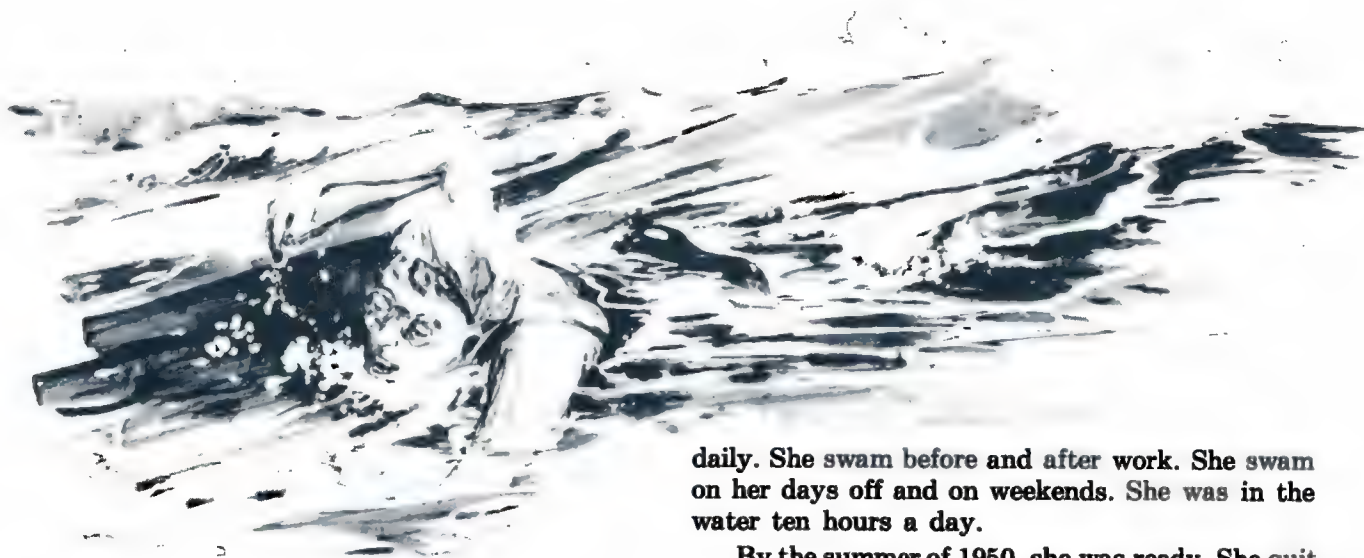
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Barbara's first advertising job was to write "copy" (text) for a product label.

Design a cereal box. Come up with a name for the cereal and then write copy for the front, back, sides, top and bottom of the box. The copy should be informative and entertaining, and should make people want to buy the cereal. Be sure to include a list of ingredients, nutrition information, a company name, and the weight of the box. Finally, make an actual box that uses your copy along with art, photographs, or other graphic elements.

### Interesting Facts

- Barbara has been compared to Mary Wells. In 1957, Mary Wells wrote a series of ads that introduced Volkswagen cars to the American public. Her ads won many awards and opened the door to all foreign car imports.
- Barbara's agency will not accept cigarette or liquor ads. She refuses to use demeaning images of black people or women to sell products. She once said, "There is no proof that the only way to be successful in advertising is to exploit people. Our agency has been successful without doing that."
- Barbara enjoys talking to women's groups and once said, "One of the greatest things women fear is risk . . . They don't want to risk anything. They want guarantees. There are no guarantees in life . . . If you are able to risk, able to lose, then you will gain."



*Success or failure often hinges on a single event. This is a story about such a moment.*

### The Final Chapter

## One Magic Moment

by Paul Schneller

It is the summer of 1929. An eleven-year-old girl enters the water in San Diego Harbor. She will attempt to swim a distance of 6 miles. It is a race against senior swimmers. She will become the first child in history to succeed. She will even win the race.

Florence Chadwick began swimming at an early age. Her uncle Mike entered her in her first race. She was only six at the time. She lost. She felt it was her fault. After the race she decided to try harder the next time. She didn't want to disappoint her uncle again.

Florence continued swimming during her school and college years. She was improving steadily. During the second World War, she put on swimming shows for American servicemen. She even made a movie with Esther Williams. Finally, in 1948, she decided to try the most difficult swimming feat in the world. She would attempt to swim the English Channel. A distance of over 20 miles.

In order to earn money and prepare for the swim, she took a job in Saudi Arabia. Her job allowed her to save money and to practice regularly. She swam in the company pool every day. The pool was only 150 feet long.

As her strength improved, Florence asked to be transferred. She wanted to be near the Persian Gulf. This would allow her to practice in water similar to the English Channel. She worked out

daily. She swam before and after work. She swam on her days off and on weekends. She was in the water ten hours a day.

By the summer of 1950, she was ready. She quit her job, took her savings, and went to France. There she was joined by her father. He was a retired San Diego narcotics detective. He would be her trainer. He would help her prepare for the difficult swim.

After two months of training, she was ready. She entered the water August 8, 1950. She came ashore in England 13 hours and 20 minutes later. Her crossing set a new world's record for women.

Now she would try something even more difficult. She would attempt to swim the Channel from England to France. Something no woman had ever done. A feat many people thought was impossible.

The following summer Florence and her father took up residence in a small Dover hotel. It was near the beach. It was a perfect place for training. Florence swam three to four hours a day. She ate high-calorie foods like ice cream and starchy foods like potatoes. She had to put on extra weight. This would protect her body against the cold waters of the Channel.

In order to be successful, Florence needed to start with an outgoing ebb tide. She should land in France on an incoming flood tide. Timing was critical. Every day Florence and her father would check the conditions. Florence had to wait for the right day. She waited eleven weeks. But the Channel was never right. Expenses continued to mount. They ran into thousands of dollars. Her savings were almost gone. How much longer could she wait?

July turned into August. August became September. Finally, in early September, tired of waiting, Florence took the plunge. Her escort boat was out in front, leading the way.

Conditions were poor. Heavy waves were pounding the beach. A cold wind was blowing up a string of whitecaps. At first, Florence maintained a steady 60 strokes per minute. She ate four sugar cubes an hour for energy.

After three hours, a strong current began to slow her down. Her strokes were down to 48 per minute. She was feeling sick. Her trainer gave her seasickness pills. The pills did the job. Her father, however, was becoming nervous. The weather was getting worse. A soupy fog replaced the cold wind. He asked Florence if she wanted to come out of the water. She said, "No, Dad, I want to go on."

Hours passed. The protective grease on her body began to wear away. Her arms and legs were getting numb. The temperature of the water was about 60 degrees. It was getting dark. The fog was thicker. Florence had difficulty seeing the boat. The pain in her arms and legs was intense. Her stroke was becoming irregular.

Conditions aboard the escort boat were going from bad to worse. Her dad, who had been carefully watching Florence, became ill. His heart was acting up. The crew decided they had to lay him down in the boat. The trainer quickly gave him glycerine pills for his heart. In the excitement, one of the crew members broke the compass. The walkie-talkie had gone dead hours earlier. The crew could now navigate only with the stars. But the fog made that impossible. Little did Florence know that she was following a guide boat that was lost.

Florence realized something was wrong on the boat. Through the fog she could just make out the silhouettes. The crew was rushing about the boat. She saw them lay her father down. She guessed that he was having one of his attacks. Florence could do nothing. She was helpless.

The final cover of darkness and fog settled over the boat. Its motor churned on in the distance. Florence lost sight of the boat. She called out "You're getting ahead of me! I can't see you!" The boat continued on. The sound of the motor became faint. Then it faded completely.

It was pitch dark. It was impossible to see anything. Florence Chadwick was alone and lost at sea.

Florence began to think. Her mind raced back to when she was six. She thought about how she lost

her first race. She remembered how she promised to try harder. She didn't want to disappoint her uncle Mike. He had faith in her.

She thought about her father. He had been with her through all the training. He had always encouraged her. Now he lay sick in the boat. Suddenly Florence realized she couldn't give up. She had to go on. Too many people had faith in her. Somehow she would succeed. She was determined.

In one magic moment she brushed the pain aside. She put her head back down in the water. She started counting. She got her stroke back. She was off again for what she thought was France.

On board the boat, the crew was in shock. They had lost contact with Florence. They had to find her. She could only stay afloat a few more hours.

The crew decided to shut the motor off. Perhaps they could hear what they couldn't see. All was quiet. An eerie darkness surrounded them. They strained their ears and listened . . . and listened . . . and listened.

Then they heard something. Her father heard it first. He yelled out. "The kick! The kick! That's Florence. She's out there!" The crew turned the boat toward the sound. The beat of her powerful swimming legs was acting like a beacon. It was signaling her location in the water.

Now . . . the final chapter.

Dawn was breaking. The fog had lifted. 16 hours and 45 minutes after leaving England, Florence Chadwick walked out of the water and into the history books. She had done the impossible.

A crowd rushed to meet her. The Mayor of Sangatte put his arms around her. He welcomed her to France.

Up the beach, the escort boat was pulling in. Florence saw her father. He was standing now. She waved. They had done it. Florence Chadwick had just become the first woman in history to swim the English Channel in both directions. "After all," she said, "I didn't want to disappoint my dad."

## Story Questions

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Write the answers to the following questions.

1. Why do you think Florence wanted to swim across the English Channel?
2. Why could swimming from England to France be more difficult than swimming from France to England?
3. Explain how Florence wanted to use the ocean tides to her advantage.
4. Why do you think Florence covered her body with grease before entering the water?
5. What factors made swimming difficult as Florence headed for France?
6. Why do you think Florence's father had a heart attack?
7. Why did the guide boat become lost?
8. What thoughts made Florence realize that she couldn't give up?
9. How was the crew finally able to find Florence?

## Sequencing

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Write the following story events in the correct order.

- Florence walked ashore in France.
- Florence realized she couldn't give up.
- Florence swam from France to England.
- Florence's father had a heart attack.
- Florence swam in the Persian Gulf.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. Florence liked her job, but she asked to be transferred. She wanted to work closer to the ocean.
  - fired
  - moved
  - promoted
2. Her expenses continued to mount. They ran into thousands of dollars.
  - costs
  - injuries
  - skills
3. Florence's swimming strokes were irregular. They didn't follow a steady beat.
  - at an uneven rate
  - not legal
  - sideways
4. The ship's crew could now navigate only with the stars. Only the stars could show them the way.
  - guide the ship
  - observe the ocean
  - power the ship
5. Through the fog Florence could just make out the silhouettes of the crew. She couldn't see their faces.
  - bright eyes
  - captain
  - outlines



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. A cold wind was blowing up whitecaps.  
A cold wind was \_\_\_\_\_.
  - blowing white hats off people's heads
  - exploding caps with white smoke
  - making waves with crests of foam
2. Florence's mind raced back to when she was six.  
Florence \_\_\_\_\_.
  - had the mind of a six-year-old
  - raced when she was six years old
  - remembered when she was six years old
3. The crew strained their ears.  
The crew \_\_\_\_\_.
  - hurt their ears by listening
  - listened as hard as they could
  - used strainers to listen
4. Florence walked out of the water and into the history books.  
Florence walked out of the water and \_\_\_\_\_.
  - began studying history
  - made history
  - stumbled into books

## Writing

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Florence set a challenge for herself—swimming across the English Channel—and then she met her challenge through hard work and determination.

Think about the challenges that you could set for yourself. For example, do you want to graduate from college? Do you want to ride a bicycle across the country? Do you want to write a book? Pick a challenge that interests you and then write a composition that explains how you would meet the challenge. Explain the steps in detail. Also explain why the challenge interests you.

### Interesting Facts

- Two months after the events described in this story, Mr. Chadwick suffered a heart attack and died.
- The townspeople of Dover gave a party for Florence and her father to honor their patience in waiting out the bad weather. The highlight of the evening was the presentation of an "Endurance Cup" to Mr. Chadwick. It was the only prize he ever won as a member of the Chadwick team.
- Over two thousand men and women have attempted to swim the English Channel. Less than ten percent have succeeded.

# DEATH SHALL COME ON SWIFT WINGS TO HIM WHO DISTURBS THE PEACE OF THE KING



*The power of a curse lies in its mystery. If you take away the mystery, do you take away the curse?*

## The Final Chapter The Curse Of King Tut

by Paul Schneller

Our story begins over 3,000 years ago. It is set in ancient Egypt. An Egyptian king, a pharaoh, has died. The entire country goes into mourning.

Priests prepare for the burial. A special tomb will hold the body of the king and his possessions. The tomb contains a burial chamber, corridors, and antechambers. The rooms are filled with statues, gold and silver, works of art, and furniture. They will contain at least one precious item for every day the pharaoh ruled.

Since the tomb of the king is a treasure house, safeguards must be planned to protect it from grave robbers. Secret doors and hidden rooms; false stairways and open pits are designed to trap and kill those who would violate the tomb. To complete the defense, a curse is placed over the grave.

In the years between 2000 B.C. and 1900 A.D., most Egyptian tombs and pyramids have been plundered. The treasures of the tombs, the bodies of the pharaohs, and the fate of the robbers are lost in the silent history of the past.

But one tomb still has not been discovered. This is the tomb of the boy-king Tutankhamen. King Tut, as he is called, died under mysterious circumstances when he was only 19. Stories about his life and death are sketchy. Many archaeologists do not believe the young king ever lived.

One English team, however, does believe. Howard Carter and Lord Carnarvon have been searching for the tomb for eight years. They have persisted where others have given up.

But by the summer of 1922, even Lord Carnarvon has become discouraged. He has spent over \$250,000. He has only mounds of dirt to show for his effort. "Maybe it's true. Maybe there never was a King Tut. Maybe we are just a couple of old fools."

In August, Carnarvon recalls Carter to England. "I cannot continue the work any longer," he explains. Carter is dumbfounded. The search has been his whole life. Carter pleads with his sponsor not to give up.

"I must," continues Carnarvon, "my money is running out."

After hours of discussion, Lord Carnarvon agrees to allow Carter to finish the year. It is late August. Carter has just four months left.

Carter returns to Egypt like a person possessed. He must try to succeed in 4 months, where he has failed for 8 years.

He and his men work in shifts around the clock. They work to the point of exhaustion. Finally, on November 4th, they discover a single limestone step. Additional digging reveals 14 steps leading to a sealed doorway. Above the door is an inscription that reads: TUTANKHAMEN.

The camp explodes with excitement. Carter wires Lord Carnarvon: "AT LAST HAVE MADE

## A WONDERFUL DISCOVERY IN THE VALLEY STOP MAGNIFICENT TOMB WITH SEALS INTACT STOP CONGRATULATIONS STOP

Carter will not open the tomb until his friend is present to enjoy the ecstasy of the discovery.

On November 26, with hundreds of officials and reporters present, the 3,300-year-old tomb is about to be opened. Now, instead of grave robbers disturbing the past, scientists and scholars will study it.

Nothing the Englishmen ever read or saw has prepared them for what they are about to see. It is like a scene out of a fairy tale. Chamber walls gleam with the glitter of gold. Splendid shrines and jeweled chariots stand proudly silent. Boxes of golden bracelets and daggers sit on shelves. Gilded statuettes and furniture fill the rooms.

In the burial chamber, the body of the boy-king lays protected in three sealed coffins. The outer coffins are covered in hand-crafted sheets of gold. The inner one is 22-carat gold. It weighs 2,448 pounds. The body is wrapped in folds of linen. Concealed in the folds are 143 precious gems. The head rests beneath a pure gold burial mask. Though over 3,000 years old, the mummified face still exhibits amazing detail. A small scab, like that made by an insect bite, can still be seen on the upper left cheek.

In the excitement over the discovery, the curse is forgotten. But soon, all too soon, events will bring it back to life.

Two days after the tomb is opened, Carter's pet canary is found dead. The bird, who helped locate the tomb, is poisoned by the sting of a deadly cobra. Newspapers are quick to point out that the cobra was the symbol of ancient Egyptian royalty.

The headlines become larger when Lord Carnarvon is struck down by an insect bite. His Lordship is rushed to a hospital in Cairo. His family is called. But medicine is too late. Carnarvon dies from blood poisoning just twenty weeks after entering the tomb. The insect bite has left a small scab on the upper left cheek of its victim.

Carnarvon's passing is cast in mystery. At the moment of his death, all the lights in the city of Cairo go out. In a few moments, they come back on. No cause for the power failure is ever discovered.

Back in England, servants on the Carnarvon estate are suddenly awakened. His Lordship's dog stands howling against the sky. The unexplained howling ends when the dog falls dead. His death occurs at the exact moment of his master's in Cairo.

Newspapers quickly report the events. They play up the strange details. The story of the "Curse of King Tut" is born.

By 1929, eleven more people associated with the opening of the tomb have died. Carter's secretary,

Richard Bethell, is found dead in his chair in a London club. The cause of death is never determined. Lord Westbury, Richard's father, kills himself by jumping from a 7-story building. His suicide note reads: "I cannot stand any more horrors." In one final bit of irony, the hearse carrying Westbury's body strikes and kills an 8-year-old boy.

Still the bad luck continues.

Lady Carnarvon is the next victim of an insect bite. She is quickly followed by Lord Carnarvon's half-brother. By 1935 the total number of unusual deaths reaches 21 and the story of the curse becomes fixed in everyone's mind.

But time is a gentle teacher. As the years pass, the story of the curse is forgotten. When it returns, it will take a strange new twist.

In 1979, an art curator, whom we shall call Marie, returns from South America. She brings with her a rare piece of tapestry. It is from an ancient Peruvian tomb. She hopes to restore the piece and examine it for clues to the past.

Marie's work is slow and methodical. Months slip by. But as Marie continues the work, her health begins to fail. Visits to the doctor produce no explanation or cure.

The longer Marie works, the more her condition worsens. In April she is placed in a New York hospital. Her symptoms include dizziness and severe pains in her chest and legs. Investigation shows that she is being slowly poisoned.

Doctors begin a desperate search to save her life. Test follows test. Weeks go by. Evidence mounts. In May, doctors learn the cause of her illness. What they discover is part of the riddle of the "Curse of King Tut."

Now . . . the final chapter.

Medical investigation showed that Marie had been poisoning herself. When she worked on her tapestry, she often used a needle and thread. Occasionally she would put the thread into her mouth to make a point to go through the eye of the needle. What Marie didn't know was that the ancient priests had treated the tombs with special preservatives. Some of these contained poisons. Marie was being poisoned by a deadly preservative placed in a tomb over 1,500 years ago.

Part of the "Curse of King Tut" now appears to be solved. When grave robbers or scientists opened a tomb, they exposed themselves to the air and materials which had been locked in the chambers for thousands of years. Life or death was a matter of chance. You lived or died depending on what you decided to steal or study.

While poisoning explains some of the deaths, it does not explain them all. The insect bites, the cobra, the lights, the howling dog, and all the other mysterious deaths make us wonder still. Perhaps future events will unravel the mystery and help us understand the "Curse of King Tut."

## Story Questions

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Write the answers to the following questions.

1. What was the purpose of King Tut's tomb?
2. Why did the tomb have so many traps?
3. The story says, "Death shall come on swift wings to him who disturbs the peace of the king." What does that mean?
4. What were some of the objects that were found in King Tut's tomb?
5. How was Lord Carnarvon's dead body similar to King Tut's?
6. Lights went out and a dog howled at the moment of Lord Carnarvon's death. Do those events prove that his death was caused by a curse? Why or why not?
7. Why did people believe in the curse of King Tut?
8. Explain why Marie became ill.
9. Do you believe in the curse of King Tut? Why or why not?

## Sequencing

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Write the following story events in the correct order.

- Marie becomes ill while working on a tapestry.
- Carter and Carnarvon enter the tomb.
- King Tut is placed in a tomb.
- Doctors link Marie's illness with the curse of King Tut.
- Carnarvon is struck down by an insect bite.

## Word Meaning

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For each item, write the choice that has the same meaning as the underlined word.

1. The tomb held the body of the king and his possessions. These included his jewels, works of art, and furniture.
  - his relatives
  - the things he owned
  - unrelated objects
2. The tomb was filled with false stairways and open pits. They were designed to trap people who violated the tomb.
  - broke into
  - constructed
  - were buried in
3. Carter and Carnarvon were archaeologists. They spent years searching for King Tut's tomb in order to study it.
  - hired detectives
  - scientists who examine old objects
  - scientists who read about the past
4. Several people associated with the opening of King Tut's tomb died mysteriously. They included those who were present, as well as their relatives and employees.
  - connected with
  - opposed to
  - who took part in
5. Marie had a rare tapestry from a Peruvian tomb. She tried to repair it with needle and thread.
  - small statue
  - South American gem
  - type of rug



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. The fate of the robbers is lost in the silent history of the past.  
Because past history is silent, \_\_\_\_\_.
  - nobody knows what happened to the robbers
  - the objects stolen by the robbers were lost
  - the robbers had no fate
2. The search for King Tut has been Carter's whole life.  
Carter has \_\_\_\_\_ the search for King Tut.
  - devoted his life to
  - lost his life in
  - spent every day of his life in
3. The inside of the tomb is like a scene out of a fairy tale.  
The inside of the tomb is \_\_\_\_\_.
  - covered with words
  - filled with witches and goblins
  - hard to believe
4. The headlines became larger when Lord Carnarvon died.  
When Lord Carnarvon died, \_\_\_\_\_.
  - the danger increased
  - the lines around his head became larger
  - the newspapers paid more attention to the story

## Writing

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When Carter found King Tut's tomb, he sent a telegram to Lord Carnarvon explaining what had happened.

Get together with a group. Write a telegram and make a copy for each member of the group. Your telegram can say whatever you want. For example, you could pretend to be an explorer telling your partners that you have just found a sunken treasure ship.

Trade telegrams with the members of your group. Then write a letter for each telegram you receive. When you write the letter, pretend you are the person who sent the telegram. The letter should give a full explanation of the events mentioned in the telegram. After you finish, work with the group to compare the telegrams with the letters.

### Interesting Facts

- Tutankhamen (King Tut) ruled at a time of great unrest. After his death, Tutankhamen's enemies tried to eliminate his name from history. They took his name off government lists and erased inscriptions that showed his name; they even destroyed pictures of him. These efforts actually guaranteed Tutankhamen's fame because they allowed his tomb to avoid detection from grave robbers and scholars for over 3,000 years.
- Tutankhamen's tomb contained over 2,000 precious objects. It took Carter about ten years to sort, identify, photograph, label, and pack these objects. Over 1,700 of the objects are now on display in the Cairo Museum in Egypt.
- Tutankhamen's funeral mask (see picture on front page) is an exact replica of the king's face and was fashioned from pure gold and trimmed with precious stones.

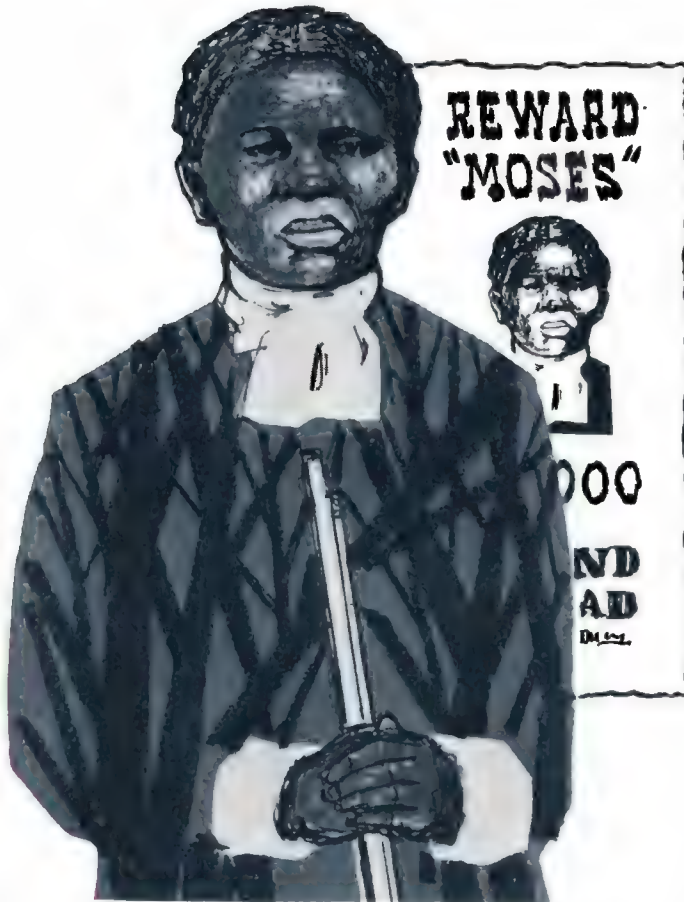


Illustration from *Great Negroes Past and Present*  
Courtesy AFRO-AM Publishing Co., Chicago, Illinois

*This is the story of an unusual railroad and its amazing conductor. Together they led the way to freedom for those who had the courage to follow.*

## The Final Chapter The Railroad That Never Was

by Paul Schneller

It was 1830. Andrew Jackson was President. The union of states numbered 24: 12 were free; 12 were slave. In Baltimore, the first railroad, the B & O, began operating on 13 miles of track.

The latest census reported a population of over 12,000,000 citizens. But the census failed to show another 3,000,000. They were not citizens. They were the slaves.

Benjamin Ross and his wife Harriet Greene were slaves on the Brodas plantation in Dorchester County. Ben worked in the fields and cut wood. Harriet worked in the Big House and cooked the

meals. Their own home was a one-room log cabin. They shared it with their eleven children. The cabin had a fireplace and a door, but no windows. In the middle of the dirt floor was a large hole covered with boards. It was the family "icebox." The family slept on rags piled up in the corners of the room.

In the evenings, everyone would sit around and sing, or tell stories. "See that star, children," Daddy Ben said. "That's the North Star. It never moves. It brings good luck to black folks."

"How, Daddy, how?" asked little Minty.

"It guides the slaves who escape to freedom in the north."

"How do the slaves get north?" asked Minty's sister Mary.

"They take the underground railroad."

"Why is it called the underground railroad?" questioned Minty.

"Because no one has ever actually seen it run," replied Daddy Ben.

Little Minty kept looking at the star. "Someday I'm gonna ride on that railroad, Daddy. Someday I'm gonna be free."

When Minty became a teenager, her owner, Mr. Brodas, began to rent her out to work at other plantations. She was a good worker and earned \$5.00 a week for Mr. Brodas. Minty liked being "loaned out." She got to see the countryside. She learned the location of all the roads and streams; all the homes and barking dogs. Best of all, she got to keep any money she earned that was over \$5.00. But no matter where she looked, she never found the railroad or saw its tracks.

When she was 24, Minty married John Tubman. He was a Negro who had been born free. Minty, who now called herself Harriet, hoped her husband would help her escape. But to her surprise, John did not want to leave Maryland. He liked being the husband of a slave woman. He lived in Harriet's cabin and ate her food. He spent her money and never worked.

One day, while returning from being "loaned out," Harriet was stopped by a white woman in a wagon. "I've been noticing you walking these roads for several months, young lady. You seem to be looking for something. Just remember me and my house if you ever need help. Give two short knocks on my door and I'll know it's you."

As the lady drove off, Harriet realized that this was her chance to be free. Since her husband and brothers would not help, she decided to free herself.

Harriet waited two more months. Then, late one night, while everyone slept, she set off to find her white friend. The trip took all night.

In the morning Harriet found the house and slowly approached the door. She gave two short knocks. The door opened and there stood her friend. "Welcome to the Bucktown station of the underground railroad," the Quaker woman said. Harriet was surprised to discover that her railroad was an imaginary line. It was simply a chain of people and houses linked together to free the slaves. Houses were called depots or stations; guides were conductors. The routes were tracks; the slaves were baggage. Adults were bales of cotton or wool; children were parcels or packages. Most of the houses had secret stairs and entrances. There were even hiding places called waiting rooms, filled with extra food and clothing.

The lady told Harriet how the railroad worked; gave her the names and locations of the next two stations, and sent her off.

Harriet went from station to station. Sometimes she rode in wagons covered with hay. Often she had to walk in streams and muddy swamps. Once a nameless conductor risked his life to ferry her across a large bay. But most of the time she just walked by herself at night, following her star.

Finally, she reached Philadelphia and freedom. Now she began making plans to rescue her family. She got a job in a hotel and attended anti-slavery meetings at night. She studied escape routes and memorized train stations. But still she didn't feel she was ready. One night at a meeting she heard that her sister, Mary, was about to be sold. Suddenly, conductor Tubman was ready. Her first test would be to save her own sister.

In the years that followed, Harriet rescued all her brothers and sisters. Her husband John still wanted to remain in Maryland. He had found another slave woman and took up living with her.

With every successful trip, however, Harriet's fame and her danger increased. Escaping slaves called her "Moses"; while slave owners printed reward posters. They offered \$40,000 cash for her capture. Then, in 1851, the Fugitive Slave Act was passed. It made it legal to capture runaway slaves in the north and return them in chains to their owners in the south. Now, bounty hunters would be everywhere, looking for slaves and profit.

But still Harriet's railroad kept running. Her success was based on a few simple principles to which she always adhered.

Always escape on Saturday night.

Always follow the North Star.

Be prepared to change stations and use a different route at any time.

Never turn back.

Always be prepared to use disguises.

Harriet's plan always worked. By 1857, she had personally escorted over 300 slaves to freedom.

But storm clouds were gathering over the sunny south. There was talk of civil war. Slave owners in the border states were selling their slaves and shipping them south. Even Harriet's own mother and father were to be sold.

To rescue her parents, Harriet would have to violate her own rules. No slave over 50 had ever made the trip north; her parents were over 70. Slaves had to travel long distances at night, but Harriet's parents could barely walk. Despite these handicaps, Harriet set out on her most perilous rescue.

Now . . . the final chapter.

For this trip she disguised herself as an old woman. When she reached Bucktown, she bought two chickens and tied them together at the legs with twine. The next afternoon she went to the Brodas plantation and waited in the woods. An overseer spotted her and began riding in her direction. Harriet quickly cut the twine and released the chickens. They began jumping and squawking as Harriet, acting like an old woman, pretended to chase them. The overseer stopped, watched the old lady hobble off after the chickens, smiled, then rode off.

That night Harriet made her way to her parents' cabin and began preparations for the trip. She found an old wagon and made a crude carriage out of some fence wood. She borrowed a horse from a nearby meadow and harnessed it to the carriage. At midnight the party set out.

They followed winding roads and open fields until they arrived in Burrsville. Burrsville was a stop on the B & O Railroad going north. Harriet told her parents she could accompany them no farther. Her "Wanted" posters were everywhere and there was danger that someone would recognize her on the train.

She handed Daddy Ben two tickets, some money, and an envelope. The envelope contained counterfeit papers indicating the couple were free Negroes visiting their children in the north.

"My friends will meet you in Wilmington and take you to Philadelphia. I'll see you again in about a week. After all," Harriet said, "my railroad doesn't run as fast as the B & O."

The conductor signaled "All aboard" and Daddy Ben and old Harriet got on their first real train. Harriet stood in the shadows and watched them disappear into the night. Up above, the North Star was shining brightly. It was a good omen. It was, as Daddy Ben said, "good luck to black folks."

Harriet turned and walked away. "Tomorrow," she thought, "when the sun comes up, we'll all be free at last."



## Story Questions

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Write the answers to the following questions.

1. Why do you think the slaves were not citizens?
2. Describe the conditions inside the shack where Harriet grew up.
3. Why did the slaves think the North Star brought good luck?
4. Why was Harriet so interested in the countryside around her home?
5. Why do you think people on the Underground Railroad used terms such as *depots*, *conductors*, and *parcels*?
6. How was Harriet like Moses?
7. Why do you think Harriet always escaped on Saturday night?
8. Why do you think slave owners in the border states sold their slaves to states that were farther south?
9. Explain how Harriet fooled the overseer.

## Sequencing

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Write the following story events in the correct order.

- Harriet worked as a slave on a plantation.
- Harriet helped her parents escape.
- Harriet helped her brothers and sisters escape.
- Harriet arrived in Philadelphia for the first time.
- Harriet learned about the Underground Railroad from a Quaker woman.

## Word Meaning

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For each item, write the choice that has the same meaning as the underlined word.

1. The Fugitive Slave Act was passed in 1851. The act allowed people in the northern states to capture slaves who had escaped from the South.  
• fair                                      • plantation                                      • runaway
2. Harriet adhered to a few simple principles. She always followed those principles.  
• escaped from                                      • invented                                      • stuck to
3. Harriet escorted over 300 slaves along the road to freedom. They followed her from the slave states of the South to the free states of the North.  
• abandoned                                      • guided                                      • observed
4. Harriet set out on a perilous mission. She wanted to rescue two slaves who could barely walk.  
• dangerous                                      • religious                                      • simple
5. Harriet gave her parents counterfeit papers which stated that they were free people. The papers just looked official, and they certainly didn't tell the truth.  
• accounting                                      • legal                                      • phony



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. The Underground Railroad was a chain of people working together.  
The Underground Railroad was made up of people who \_\_\_\_\_.
  - made metal chains together
  - were tied together by chains
  - worked together like a chain
2. A nameless conductor ferried Harriet across a bay.  
Harriet was ferried across a bay by \_\_\_\_\_.
  - a guide who never had a name
  - a guide whose name we don't know
  - an unknown musician
3. Bounty hunters were everywhere, looking for slaves and profit.  
Bounty hunters were everywhere, \_\_\_\_\_.
  - shooting down slaves with their profits
  - trying to free the slaves and make a profit
  - trying to make money by capturing slaves
4. Storm clouds gathered over the sunny South; there was talk of civil war.  
\_\_\_\_\_; there was talk of civil war.
  - A big rainstorm flooded the southern states
  - The slaves gathered together in the South
  - Trouble was brewing in the southern states

## Writing

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Harriet had a set of principles that she always followed.

Pretend a new student has come to your school. Write a set of principles that will help the new student get along in the school. For example, how should the student behave? How can the student get good grades? What problems should the student avoid?

When you finish the set of principles, write a composition that explains why you think the principles are important.

### Interesting Facts

- Because slaves were not taught to read or write, Harriet often carried a newspaper with her as part of her disguise. Once, while riding on a train, her car was searched for runaway slaves. Harriet quickly pulled out her newspaper and began pretending to read. The bounty hunters searching the car took one look at Harriet reading her paper and passed her by.
- On nights when the sky was overcast and the North Star was hidden from view, Harriet searched out trees that contained moss. Experience taught her that moss always grew on the north side of the tree.
- When the Civil War came, Harriet offered her services to the Union Army. During the first part of the war she worked as a nurse in hospitals. Later Harriet took a more active role as a scout and spy.



*The revolutionary age is about to begin. Colonists in America and citizens in France are talking about freedom. In America the talk will lead to democracy; in France to dictatorship.*

## The Final Chapter Napoleon's General

*by Paul Schneller*

Our story begins in the West Indies. Here, in 1763, Thomas Alexandre is born. His father is a French aristocrat recently arrived from Paris. His mother is a native woman. The small family lives together on their sugar farm.

Plantation life in Haiti is uneventful. The days are hot and long. The nights are dark and mysterious. Only the sound of voodoo drums or the arrival of a slave ship disturbs the island routine.

With every passing year Seigneur Alexandre grows more restless. He yearns to return to France. Finally, when Tom reaches 18, his father sells the plantation and leaves for Paris. Tom's mother, Marie, is left behind.

Once in France, Seigneur Alexandre remarries. His new wife is French. She is different. She doesn't like young Tom. There are constant quarrels. Tom's father sides with his wife. The son is always wrong. The strain becomes unbearable and Tom runs away.

He joins the army.

Army life proves a blessing in disguise. His restless spirit finds an outlet. The physical training and excitement unlock the "real Tom." He excels in horsemanship and dueling. His feats of strength become legendary. He crushes metal helmets with his bare

hands. He lifts army rifles over his head by placing his fingers in the barrels. He settles fights by throwing the combatants over fences and barricades. He doesn't know the meaning of fear.

In 1790 he is promoted to corporal and transferred to a small town 60 miles from Paris. Here he meets the inn-keeper's daughter, Marie Louise. Like his Haitian mother, Marie, whom he still remembers, she is the loveliest girl in town. Marriage follows a two-year courtship, and two children follow the marriage. Tom is made a lieutenant and settles down to enjoy family life.

But terrible times are visiting France. Fighting is spreading over the land. Food and water are scarce. Mobs roam the streets, looting and burning. One mob storms the royal palace. They beat on the iron gates and smash windows. They cry out, "Give us bread! Give us bread!" From the palace comes the royal reply, "Let them eat cake!" The French Revolution is born.

France goes mad. Citizens attack each other. Foreign countries attack France. The guillotine works day and night. Frenchmen die by the thousands. Fear grips the land. Only a strong man can save the country.

A shaky French government asks General Napoleon to put down the mobs and restore order. He succeeds, and is rewarded with command of the army in Italy. France begins arming for war. One million men join the army in less than a year. Promotions cannot keep pace with enlistments. Tom is promoted to first lieutenant. In February he is made lieutenant colonel; in July brigadier general. By September he is general of a division, and in another week Commander-in-Chief of the Army of the Western Pyrenees. In 20 months he advances from corporal to General of the Army. He is 31 years old. Napoleon is 26.

Tom's rapid rise is due both to his bravery and his charmed life. In one battle, Austrians set a trap for the French on a mountain bridge. Sensing the danger, Thomas orders his men back and goes on alone. When he is halfway across the bridge, the Austrians attack. With only his flashing sword and amazing strength, the general engages the entire platoon. When the battle is over, the Austrians retreat, leaving behind eight of their fallen comrades. Thomas has been wounded three times. When officers remove his jacket, they find seven additional holes where bullets pierced his coat but not his body.

Stories of the general reach the ears of Napoleon. Fearless generals are always needed. Napoleon invites Thomas to join his personal staff.

Success follows success and soon all of Italy belongs to France. The enemies of France have been driven back or destroyed. Soldiers prepare to return home. But instead, Napoleon orders his army to Egypt.

The generals are confused; the soldiers unhappy. Many begin to grumble openly. Marching across the hot desert sands, they ask, "Why are we here? This is not France. What has Egypt to do with freedom for Frenchmen?" But still the army pushes on. Like the Sphinx, Napoleon remains silent.

In July of 1798 Napoleon enters Cairo and establishes his headquarters. In October fighting breaks out. Napoleon orders Thomas to "put down the rabble!"

General Thomas quickly ends the rebellion and is rewarded with the title "Napoleon's Hercules." But behind Napoleon's thin smile, Thomas now sees the look of a dictator. Napoleon has changed. Like Caesar before him, Napoleon now talks and dreams of an empire.

General Thomas speaks out against more conquests. His talk disturbs the generals and infuriates Napoleon. His friends tell him not to go too far. Finally, tired of arguing, Thomas requests a leave to visit his family. At first, Napoleon refuses, but later changes his mind.

Thomas returns by way of the Mediterranean Sea. Off the coast of Italy his ship is captured by agents of the City State of Naples. His goods are sold and he is thrown into prison. Only his determined will and physical strength save him. He survives both starvation and poisoning. After two years he is exchanged for an Italian general and set free.

The months with his family are the happiest days of his life. They speed his recovery and soon the general is ready for a new command. But none is received. He writes and waits. But no letters return from Paris. Now Thomas writes directly to Napoleon requesting a new command. Napoleon refuses and, in a final act of bitterness, forces Thomas out of the army. He even refuses to give the general his back pay of over 28,000 francs. Napoleon has had his final revenge.

The general is heartbroken. The army is his life. It is all he knows. His faithful wife Marie writes letters to Napoleon. She hopes he will change his mind. But Napoleon will not. His mind is on Russia and conquest.

In 1806, at the age of 44, General Thomas Alexandre, once Napoleon's Hercules, dies without public notice. Only his family and village mourn his passing. But death will not silence the general. His love of freedom will find a voice in his young son. Soon that voice will rise to challenge the very name of Napoleon.

Now . . . the final chapter. History remembers Napoleon as the "Little Emperor." His sword changed the face of Europe for over one hundred years. He dreamed of glory and empire, and millions of people died to satisfy his thirst for power and his love of conquest.

But the French people remember Thomas too. They built statues for him throughout France, his adopted land. One of his finest monuments still stands in the city of Paris. It's located, of course, a safe distance from that of Napoleon's.

The world remembers Thomas best through his son. A brilliant French writer, who became the uncrowned "King of Paris." His kingdom would be in the hearts and minds of the people. His sword would be the pen. His conquests would be literary. His love of freedom would call out from the pages of his books. For the general's son carried the blood of two worlds, and the names of two grandparents. From his French father he took the name Alexandre, and from his Haitian grandmother the name Dumas. Today we know the young man as Alexandre Dumas, author of *The Count of Monte Cristo*, *The Man in the Iron Mask*, and the famous *Three Musketeers*.

## Story Questions

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Write the answers to the following questions.

1. Why did Tom run away from home?
2. What qualities did Tom have that helped him succeed in the Army?
3. Why did France need a strong ruler during the French Revolution?
4. Why was Tom promoted so quickly in the Army?
5. What did Tom accomplish on a mountain bridge?
6. How was Napoleon like Caesar?
7. Explain the disagreement between Tom and Napoleon.
8. How did Napoleon get his revenge on Tom?
9. The story says that Alexandre Dumas “carried the blood of two worlds.” What does that mean?

## Sequencing

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Write the following story events in the correct order.

- Tom becomes a corporal in the army.
- Tom is forced out of the army.
- Tom engages an entire platoon by himself.
- Tom runs away from home.
- Tom has a disagreement with Napoleon.

## Word Meaning

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For each item, write the choice that has the same meaning as the underlined word.

1. Tom's life in Haiti was uneventful. Nothing unusual happened, and the days were all the same.
  - dangerous
  - dull
  - full of events
2. The strain of family life became unbearable. Tom ran away and joined the army.
  - hard to understand
  - impossible to put up with
  - like a bear
3. Tom settled fights by throwing the combatants over fences. They learned not to fight around him.
  - batters
  - fighters
  - soldiers
4. The Austrian platoon retreated when the battle was over. They left eight dead comrades behind.
  - cannons
  - enemies
  - fellow soldiers
5. Tom's advice infuriates Napoleon. He grows red in the face and loudly orders Tom to leave.
  - angers
  - convinces
  - involves



## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. For Tom, the army was a blessing in disguise.  
For Tom, the army was \_\_\_\_\_.
  - a place where he could wear costumes
  - a religious experience
  - much better than he expected
2. Tom didn't know the meaning of fear.  
Tom \_\_\_\_\_.
  - didn't understand simple words
  - feared meaning
  - had no fear
3. Tom was Napoleon's Hercules.  
Tom was a \_\_\_\_\_ who worked for Napoleon.
  - famous detective
  - Greek
  - very strong man
4. The pen was Alexandre Dumas's sword.  
Alexandre \_\_\_\_\_.
  - convinced people through his writings
  - had a sword in the shape of a pen
  - used a pen when he took part in sword fights

## Writing

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Napoleon wanted to be the most powerful person in the world. He fought many wars and tried to conquer all of Europe.

Write an essay about power. For example, write about how much power you think students should have. Think about the following questions before writing your essay.

1. What kind of power do you have as a student? Why?
2. Who has power over you? Why?
3. Would you like to have power over other people? Why or why not?

You can answer the above questions in your essay, or you can think of other questions to answer. Be sure to express your opinions in the essay and give reasons that support those opinions.

### Interesting Facts

- During the years he ruled France, Napoleon began the modern practice of drafting young men for service in the army. Over two-and-a-half million Frenchmen served in Napoleon's armies; over one million died from battle wounds or from disease.
- Napoleon once said, "War justifies everything...nothing has been established except by the sword."
- Alexandre Dumas began his career as a copy clerk. (In those days, there were no copying machines, and all letters had to be copied by hand.) Alexandre told his first boss, "I will live by my handwriting now, but someday I'll live by my pen."



*Sometimes physical skill and mental ability seem worlds apart. In this story, however, they come together in a single person and in a most unusual way.*

## The Final Chapter The Face Behind The Mask

by Paul Schneller

It was August 5, 1927. The third and last White Sox catcher had just been injured and taken out of the game. Manager Ray Schalk walked into the Sox dugout and looked over his team. "Anyone ever catch before?" he asked. There was a moment of silence. Then a young second-string shortstop replied, "Yes! I did, Mr. Schalk."

"Where was that, kid?"

"I caught a game in high school once."

Everyone laughed.

"Give me a chance, Mr. Schalk. I know I can do it."

The manager thought for a moment. "OK, Berg. It's catch with you or forfeit the game. Let's play ball!"

Berg surprised everyone. He caught a flawless game. His powerful arm fired the ball to second like a cannon. His eyes saw every flaw in the hitters. His amazing mind remembered every pitch. The Sox lost the game, but Berg won a job. Now he would wear a mask.

Berg quickly became one of the best catchers in the game. He played over four years before he committed an error. In 1934 he was selected for an

American All-Star team scheduled to play in Japan. The team included players like Babe Ruth and Lou Gehrig.

The baseball tour was to last four weeks in November. Berg thought it might be fun to learn Japanese for the trip. It took him about two months to master the language.

The American team played 16 games in Japan, and won them all. The final game was in Tokyo. Berg missed it. He was busy taking movies of Tokyo from the tallest building in town.

When the team returned home, Berg stayed in Japan. He had more things to learn. He went home later by way of the Sea of Japan and the Trans-Siberian railroad. The railroad ran from Vladivostok to Moscow, a distance of 5,776 miles. The trip took two weeks. Berg loved it. He visited with passengers, read newspapers, and took movies all the way.

From Moscow, Berg traveled to Berlin and then to Paris. Once, near a German border town he was attracted by an unusually large barn. He approached and entered through an unlocked side door. Inside, he discovered it was a hangar filled with German fighter planes. Berg quickly closed the door and disappeared down the road.

Back in America, Berg told his story. He reported that military governments were taking control in every country: Hitler in Germany; Mussolini in Italy; Stalin in Russia. He said he saw signs of war wherever he went. But few people listened and Berg returned to catching.

He stayed in baseball until the war he had predicted came. Japan bombed Pearl Harbor on December 7, 1941, and Berg enlisted. He left the game he loved to serve his country. He became a spy.

Because of his ability to learn quickly, he was asked to find out if the Germans were working on an atomic bomb. Since all information about the bomb was secret, Berg had to read and study related subjects like atomic energy and physics. He lived in libraries. He read day and night trying to make sense out of the information.

His first break came in October of 1943. It came from Norway. The underground discovered that the Germans were making heavy water. From his reading Berg knew that heavy water was needed to make the A-bomb. He decided to check the story.

Berg brushed up on his Norwegian and parachuted into German-occupied Norway. The factory was 75 miles outside of Oslo. Berg interviewed workers and scientists. He concluded that the Germans were making the bomb. The plant would have to be destroyed.

Berg took his information to London. His report resulted in the famous air raid on Rjukan, Norway. It ended Hitler's attempts to produce the bomb outside of Germany.

Next, Berg located a huge shipment of uranium ore. Uranium was also needed to make the bomb. He traced the shipment to a location near Duisburg, Germany. Another bombing was made. It was the third largest air raid in history. Pilots flying the mission never knew the purpose of the raid or what they were bombing. Even Vice President Harry Truman did not know of the A-bomb project, nor of Moe Berg's role in it.

Now Berg was asked to find the actual location of the bomb and the scientists working on it. For this phase of his work, he went to Switzerland. He would feel at home there. Switzerland was filled with spies.

Berg quickly made friends with Dr. Sherrer, the country's leading scientist. Together they worked out a plan. Using various disguises, Berg traveled throughout Europe gathering information. Once, dressed in a German officer's uniform, and speaking with a Berlin accent, he interviewed workers and scientists in a munitions plant. Twice he narrowly escaped the German Gestapo (secret police).

After months of work Berg concluded that Hitler was making the bomb near the town of Bisingen in the Black Forest. Two scientists, Otto Hahn and Werner Heisenberg, were in charge of the project.

The underground factory was heavily guarded. No one could get near it. But Berg had a brilliant idea. If he couldn't go to the Germans, maybe they would come to him.

At Berg's request, Dr. Sherrer wrote a letter inviting his German friends to speak in Switzerland. To everyone's surprise, Dr. Heisenberg accepted.

The lecture was to be held at the Swiss Institute. Heisenberg arrived under heavy guard. Berg came early and took a seat in the first row. A pistol was hidden in his coat. Nazi agents were in the audience too.

Dr. Heisenberg lectured on physics. He never once mentioned the bomb. Berg was disappointed. The race to build the bomb was reaching a climax. Only the bomb could prevent Hitler from losing the war. Berg needed more information. The outcome of the war depended on it.

After the lecture, people stood around in small groups and visited. Berg saw Heisenberg and some of his Swiss friends. He worked his way around the room until he could overhear the conversation. He listened and waited. Then, near the end of the conversation, Dr. Heisenberg said, "Well, gentlemen, Germany will lose the war."

That was it. That was the information Berg needed. He reported his news to Washington. The Germans were having trouble making the bomb. Hitler had lost the race and he would lose the war. It was December 18, 1944. The Americans would have the bomb in six months.

Now . . . the final chapter. Adolf Hitler was responsible for history's most violent war. He personally ordered the deaths of over 6,000,000 European Jews. Yet an American Jew, Moe Berg, a baseball catcher, prevented Hitler from getting the bomb and winning the war.

Atomic bombs were dropped on Hiroshima and Nagasaki in August 1945. That was the last bombing of Japan. It led to the end of the Second World War. The first bombing of Japan had taken place in April 1942. The raid was led by General Jimmy Doolittle. The pilots knew their targets because they had studied movies of the city of Tokyo. Movies taken by an American baseball catcher in 1934.

Moe Berg was a real-life James Bond. Though he didn't have Bond's fancy cars or clever devices, he did have a love for learning and an amazing mind. In this single person could be found a professional athlete, teacher, linguist, scholar, lawyer, and spy. Though he spoke over sixteen languages including Japanese, Chinese, Russian, Norwegian, French, Portuguese, Spanish, Arabic, Sanskrit, Greek, Italian and Latin, he spent much of his life communicating with pitchers in sign language.

To this day, Moe Berg remains a mystery. Even his family and friends, including those in the CIA, never got to know the face behind the mask. Of such a man, we can only wonder, "Who was the real Moe Berg?"



## Story Questions

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Write the answers to the following questions.

1. At the beginning of the story, Berg's manager said, "OK, Berg. It's catch with you or forfeit the game." What did he mean?
2. What physical and mental qualities did Berg have that made him a good catcher?
3. Berg learned Japanese in two months. How long might it take an average American to learn Japanese? Why?
4. Why do you think Berg went home from Japan by way of Russia, Germany, and France?
5. What qualities did Berg have that made him a good spy?
6. What was the purpose of the bombing raid on Duisburg, Germany?
7. Does it surprise you that Heisenberg accepted the offer to speak in Switzerland? Why or why not?
8. How did Berg figure out that Germany was having trouble building an atom bomb?
9. Which of Berg's talents do you admire the most? Why?

## Sequencing

---

Write the following story events in the correct order.

- Berg caught his first major league baseball game.
- Berg found out where Germany was making the atom bomb.
- Berg became a spy.
- Berg found out why Germany would lose the war.
- Berg took movies of Japan.

## Word Meaning

---

For each item, write the choice that has the same meaning as the underlined word.

1. Berg's baseball catching was flawless. He didn't miss a single ball, and his throws were perfect.
  - less than perfect
  - well-paid
  - without mistakes
2. The building looked like a barn, but it was really a hangar. It was being used by the German Air Force.
  - building for planes
  - device for holding clothes
  - place for executing criminals
3. Berg enlisted when the war began. He decided to leave his job to serve his country.
  - listened to the news
  - signed up for the army
  - was drafted by the army
4. Berg spied on a German munitions plant. They made bombs, rifles, and tanks.
  - municipal
  - power
  - weapons
5. Berg was not only a catcher but also a linguist. He spoke Chinese, French, Greek, and several others.
  - person who cooks for a living
  - person who gives signs to pitchers
  - person who knows many languages

## Sentence Meaning

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There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Sometimes physical skill and mental ability seem worlds apart.  
Sometimes physical skill and mental ability seem \_\_\_\_\_.
  - a part of the world
  - difficult to achieve
  - far away from each other
2. In Norway, the underground discovered that the Germans were making heavy water.  
In Norway, the \_\_\_\_\_ discovered that the Germans were making heavy water.
  - Norwegian army
  - private citizens fighting the Germans
  - people who lived underground
3. Berg brushed up on his Norwegian.  
Berg \_\_\_\_\_.
  - refreshed his memory of the Norwegian language
  - secretly entered Norway
  - used a brush when he was in Norway
4. Heisenberg arrived under heavy guard.  
When Heisenberg arrived, \_\_\_\_\_.
  - he was accompanied by a fat guard
  - he was well protected by soldiers
  - he was wearing a heavy coat

## Writing

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Moe Berg's knowledge of languages helped him in his job as a spy.

One thing that spies do is to write messages in code. Write a message in code. Begin by writing a code sheet that explains how the code works. For example, a simple code might use numbers in place of letters, such as A=1, B=2, C=3, and so on. After you finish the code sheet, write a message in code. The message should be several sentences long. Give one copy of the coded message to a "friend," along with the code sheet; give another copy to an "enemy" without the code sheet. See if your "friend" or your "enemy" can figure out what the message says.

### Interesting Facts

- Berg once appeared as a contestant on a radio quiz show. He answered the following question correctly: "Who or what are the Seven Sleepers; the Seven Wise Masters; the Seven Wise Men; the Seven Wonders of the World; and the Seven Stars?"
- After graduating from Princeton University, Berg signed a contract to play baseball with the Dodgers. During spring training, a scout for the Cardinals wired his manager that Berg was, "Good field, no hit." That phrase caught on and has been used to describe similar baseball players ever since.
- Before the Second World War, the United States did not have an official intelligence service or agency, such as the CIA. Instead the government relied on businessmen and travelers like Berg to supply them with information. Moe was considered the best and most valuable "undercover citizen" the country ever had.



Almost every misadventure contains at least one seed of goodness. This is the story of such an event and the changes it brought.



## The Final Chapter Horsemen, Heroes and Heels

by Paul Schneller

Everyone loves a parade. Blow the bugle and sound the drum and watch people turn out. Any band can do it, but a British band can do it best.

No one ever loved a parade more than the 7th Earl of Cardigan. He dreamed of parades and feathered hats; prancing steeds and shining armor. He loved soldiering. He loved it so much that he bought his own army. A small one. A cavalry unit.

Lord Cardigan was a curious man. He was handsome and brave; proud and stupid. In any age he would have been unusual. In the Victorian Age, he was a caricature.

His character was fabled. He entertained himself with his cavalry like a child with toy soldiers. There were parade drills and inspections; cavalry charges and more inspections. Only the company prison provided his men any rest. He even stationed his soldiers around London. Their job was to salute the commander as he walked by with his latest friend.

Europe in the 1850's (the Victorian Age) was a world of rank and privilege. Royal families ruled by "right of birth." Royal gentlemen purchased military commissions by "right of money." The system was as old as society. Unwittingly, the 7th Earl of Cardigan would play a feature role in bringing it to an end.

Across the Channel, beyond Europe, at the southern tip of Russia rests the Crimea. It's a shoe-like peninsula on the edge of the Black Sea. This is the scene of our tragedy.

In 1854 war breaks out between the allies and Russia. The allies (England, France, Turkey and Sardinia) send an expeditionary force to the Crimea. Their plan is to establish a base at Balaclava and march north. Capture the key city of Sevastopol and hold it hostage. The Russians will be forced to sue for peace.

In spring, a British army of over 25,000 men, including Cardigan, sets sail from England. The army is under the command of Lord Raglan, a veteran of the Napoleonic Wars and Waterloo; and is led by inexperienced officers and over-aged generals. The expedition is poorly organized and disaster sets sail with the fleet. Instead of a two-week sea crossing, the trip takes six weeks. Food and supplies run out. Hundreds of soldiers and horses die in the holds of the ships.

On land, conditions are just as bad. Living quarters are non-existent. Food and clothing are in

short supply. Disease runs rampant. The sick and injured lie unattended in the fields. More men and animals die from cholera and lack of sanitation than from the battles.

Some of the officers, however, are not without comfort and conveniences. Lord Errol brings his wife and maid. Since his tent is small, only his lordship has a bed. His wife and maid sleep on the ground.

Lord Cardigan does not even sleep in a cot. He sleeps on his private yacht which is anchored in the harbor. A French cook prepares his meals and does the yacht-keeping while his lordship plays soldier.

Time of the battle draws near.

As the allies increase their pressure around Sevastopol, the Russians act. On October 25th a Russian force of over 200,000 men moves into position overlooking Balaclava and the North Valley. Their plan is to cut the allied supply route to Sevastopol.

Lord Raglan, sensing the danger, orders his men to take up battle positions. What follows is another incredible series of blunders.

In response to a Russian attack on Turkish gun positions on the eastern hills, Lord Raglan issues an ambiguous order to Lord Lucan, commander of the Heavy Cavalry. It reads: "Lord Raglan wishes his cavalry to advance rapidly to the front, follow the enemy and try to prevent the enemy from carrying away the guns."

Lord Lucan, brother-in-law of Lord Cardigan, cannot make sense out of the order. He hesitates to act. Captain Nolan, the officer who delivered the order, grows impatient. "You are ordered to attack, sir!" But still Lord Lucan waits. Captain Nolan becomes angry. Finally, in one fateful act, he points in the direction of the Russian guns and yells, "You are ordered to attack the guns, sir!" Lord Lucan is still not certain which guns to attack. He can, however, delay no longer. He must act. He commands Lord Cardigan, his bitter enemy, to "attack the Russian guns at the end of the valley!" Lord Cardigan is equally puzzled by this order and replies: "But the Russians have guns in the front and on both sides, sir!" "I know that," replies Lucan, "but Lord Raglan will have it. We must obey."

Cardigan signals his bugler and then commands: "The cavalry will walk — march — trot — then attack!" Like soldiers on parade, Cardigan's men fall in line and begin their fearful walk.

Russian gunners in the hills cannot believe their eyes. Down below, a mile away, a small British cavalry unit of less than 700 men is marching toward them. "It must be a trick," they think. "Surely the main attack will come from some other

direction." But still the horsemen advance. Russian cannons silently follow them, restlessly waiting the signal to fire.

After another hundred yards, the guns open up. A first volley rings out. A wave of horses and men go down.

Another volley, and more men drop. But still the cavalry advances in perfect precision. The discipline is unbelievable. Not a single horse breaks formation. Not one soldier hesitates or turns back. The cannonade continues, but calmly the British keep advancing.

Now Cardigan signals the final charge. The bugle sounds, sabers are drawn, the attack is on. Russian gunners fire at will. Missiles and shells rain down. Clouds of smoke and dirt hide the terrible slaughter. Surely no one can survive this deadly crossfire.

Suddenly, from out of the billowy din, burst Cardigan and his men. They leap the Russian fortifications and attack the gun positions. Their victory is short-lived, however, as hoards of Russian cavalry, those held in reserve, now sweep down on the British and drive them back.

The battle is over. It lasted only 20 minutes. Of the 673 horsemen who rode into the valley, only 175 returned. History was made today. Society will change tomorrow.

Now . . . the final chapter.

A wave of patriotism swept the country, as English newspapers hailed the heroes. Posters displayed their pictures and poems told their story. Even the British woolen industry was swept up in the excitement. A new sweater, made with a single piece of material running from the wrist to the collar, was named after Lord Raglan. Today the raglan sleeve or sweater is as popular as blue jeans. A second sweater, designed to open and button down the front, was named after Lord Cardigan. You can probably see an advertisement for a cardigan sweater in tonight's paper.

But what of our horsemen?

*"Theirs not to reason why  
Theirs but to do or die"*

Where is their honor?

Their bravery and courage brought attention to their dismal life as common soldiers. As details of their suffering and sacrifice became known, the British public demanded reform. The changes that followed were the greatest reforms in military history. All future army officers would have to earn their commissions; hospitals would be established near the battlefields; officers would assume responsibility for the needs and welfare of their men. We remember the horsemen too — everytime we see the movie or read the poem about "The Charge of the Light Brigade."



## Story Questions

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Write the answers to the following questions.

1. How was Lord Cardigan like a child with toy soldiers?
2. The story says that British gentlemen “purchased military commissions.” What does that mean?
3. In which country was the Crimea located?
4. What problems did the British fleet have on its way to Crimea?
5. Compare the soldiers’ living conditions in Crimea with the lords’ living conditions.
6. Why do you think the cavalry kept advancing “in perfect precision” as the Russians fired on them?
7. What finally happened to most of the horsemen who rode into the valley?
8. The poem says, “Theirs not to reason why / Theirs but to do or die.” What do you think that means?
9. What were some of the good results of the Crimean War?

## Sequencing

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Write the following story events in the correct order.

- The British are driven back by the Russians.
- Britain declares war on Russia.
- Lord Cardigan leads the cavalry through heavy fire.
- Lord Raglan issues an ambiguous order.
- Lord Lucan order the troops to attack the Russian guns.

## Word Meaning

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For each item, write the choice that has the same meaning as the underlined word.

1. The living quarters were non-existent. The men had nowhere to live.
  - didn’t exist
  - had no exits
  - were like tents
2. The sick and injured lie unattended in the fields. No one sees to their needs.
  - dead
  - prepared for battle
  - uncared for
3. Lord Cardigan slept on his private yacht. It was anchored in the harbor.
  - boat
  - jet
  - mattress
4. Lord Raglan gave a very ambiguous order. It was hard to figure out what he was trying to say.
  - stern
  - unclear
  - unfair
5. The British soldiers leaped over the Russian fortifications. Then they fought the Russians with their swords.
  - barriers
  - forts
  - horses

## Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. The misadventure contained one seed of goodness.  
Even though the adventure was bad, \_\_\_\_\_.
  - it produced one good result
  - it was full of goodness
  - the adventurers found a seed
2. The Crimea is a shoe-like peninsula.  
The Crimea is a piece of land that \_\_\_\_\_.
  - has many shoe factories
  - is shaped like a shoe
  - people like to walk on
3. Disaster set sail with the fleet.  
The fleet \_\_\_\_\_.
  - carried supplies in case of disaster
  - was accompanied by a special boat
  - had severe problems from the beginning
4. The horsemen advance; the guns open up.  
When the horsemen advance, the guns \_\_\_\_\_.
  - are opened
  - begin firing
  - spread out into the open

## Writing

The Crimean War inspired a poet named Tennyson to write "The Charge of the Light Brigade," which includes the lines:

*Theirs not to reason why  
Theirs but to do or die.*

Write a poem that describes an event you have witnessed, such as a baseball game, a traffic jam, a day in spring, or a wedding. Include details of the event in your poem. Also include lines about what you think the event means or how it came about. Your lines do not have to rhyme, but the final composition should have the feeling of a poem.

### Interesting Facts

- After the battle, the 175 survivors returned to camp wounded, hungry and cold. Because of the danger of attack, they were not allowed to light fires. Instead of staying with the soldiers to relieve their suffering, Cardigan returned to his yacht where he enjoyed a bottle of champagne, a warm meal, and a sound night's sleep.
- The Crimean War was the first war extensively reported by newspapers. Two new inventions, the telegraph and the camera, helped bring detailed reports of the fighting and the misery back to Britain.
- A young British nurse, Florence Nightingale, was so upset by what she read in the newspapers that she organized a corps of 38 nurses and went to Crimea. With few supplies, Florence and her band of nurses saved thousands of lives.